

CA4 ON HBL W26  
M32 1989  
URBAN/MUNICIPAL

MINUTES OF THE DEVELOPMENT  
COMMITTEE  
OF THE BOARD OF EDUCATION FOR  
THE CITY OF HAMILTON







CA4 ON HBL W26

M32

# DEVELOPMENT COMMITTEE

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON







## I N D E X

### DEVELOPMENT COMMITTEE

1989 01 05

#### GENERAL

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MINUTES OF THE  
DEVELOPMENT COMMITTEE

1989 01 05

Present: Mrs. J. Deans (Chairman Pro-Tem); Trustees Barker, Kennedy, Korz, and Clarke.

Not

Present: Trustee A. Stewart

Also

Present: Trustees Bishop, Cunningham, Detwiler, Hicks, Johnston, Mulholland, Penner, Rogers, R. Stewart, and Van Horne.

Officials

Present: K. A. Rielly (Director of Education and Secretary),  
A. Stockwell (Associate Director of Education)  
P. Shewfelt (Superintendent of Finance)  
P. Beveridge (Superintendent of Curriculum, Special and Educational Services)  
R. Binns (Superintendent of Schools, Area 3)  
G. Rappolt (Assistant Superintendent of Curriculum)  
J. Yurkiw (Assistant Superintendent of Special Services)  
J. Lee (Outdoor Education Special Assignment Teacher)

Mr. Rielly called for nominations for Chairman in the absence of Trustee Allen.

Moved by Mrs. Clarke:

That Mrs. Deans be appointed Chairman Pro-Tem for this meeting.

Moved by Mrs. Barker:

That nominations be closed.

The motion was put to a vote and CARRIED.

Mrs. Deans asked for confirmation of the minutes of the last meeting.

Moved by Mr. Kennedy:

That the minutes of the last meeting be approved, as presented to the members.

CARRIED.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

Interim report from  
the Officials re:  
Monitoring of Outdoor  
Education Programs

Ms. Rappolt reviewed the update and the appendices for the members and explained the three steps involved in any review, a) the review itself, b) development of curriculum and (c) implementation of curriculum. She pointed out that while curriculum development and implementation has been an emphasis in Ontario over the past two decades, review of new programming has been the weakest part.







Only in recent years has the Ministry begun to do systematic reviews. A review is a systematic look at where we are now and what current literature and research says is the ideal to be aiming for 5 - 10 years in the future. She explained we are at the beginning stages of the Outdoor Education review and that a review is not a criticism of the current methods.

Ms. Rappolt noted that, temporarily, Outdoor Education offers a somewhat reduced program and to fewer children in order to stop, assess and design a new plan.

Ms. Rappolt introduced Mr. Jack Lee, Outdoor Education Special Assignment Teacher, outlining his qualifications and experience, and thanked him for his work to date.

Mr. Lee stated that he has found this special assignment to be a very exciting task. He gave credit to those who have worked in this field in previous years and pointed out that Hamilton was one of the early Boards of Education to establish Outdoor Education.

Mr. Lee noted 1989 is the Year of the Environment and mentioned numerous local physical potentials to explore, i.e. lake, escarpment, marsh, Dundas Valley, Red Hill Ravine. He has worked with the Hamilton Regional Conservation Authority, and Royal Botanical Gardens and sees exciting potential for continuing development with them. Mr. Lee noted media concern regarding the environment. He emphasized students learn little about, and have little respect for, an environment unless they have exposure to, and an appreciation of, their surrounding environment. He urged more integration between outdoor education and present school curriculum, noting that inner city children were least likely to have exposure to environmental learning. For this reason, any cancellations at the Centre are offered to inner city schools first.

In response to Mr. Hick's question whether the program was suffering because of re-organization and reduction in staff, Ms. Rappolt noted some of last year's programs have not been offered this year and some may not be, at least in the same way as previous years. However, she stated it was hard to separate what was the result of taking one person from the centre and what was the result of other factors. As an example, she noted that the Grade 8 History Pioneer program, usually run in the fall, was now a part of the Grade 7 curriculum and would be studied in the spring. While they did not expect to have the same number of students at Christie this year, the facility is available to teachers to use; what is missing is someone to teach the program for the teacher. On a positive note,





by the end of the year, there had been double the Grade 10 biology classes at Christie than over past years.

Mr. Hicks expressed concern that there may have been a decrease in service because there are not the field placement students within the program. He felt this was a critical part of the review and a critical part of the total service.

Mr. Lee explained that field placement students have not been used due to the nature of the current program, but expects they will be utilized again in future.

Mr. Hicks would like to see the effect of new staff and equipment on the budget isolated from the review on an on-going basis.

Mr. Rielly noted that in a report to be tabled at January Personnel & Organization the officials will present a package of staff needs for the coming year. He has stated in the covering outline that it is impossible to predict what implications might arise as a result of reviews or Board policies made later in the year.

Mr. Hicks congratulated Mr. Lee on the review and stated confidence in his expertise, dedication and ability in this field.

Mrs. Van Horne drew the committee's attention to the Time magazine article regarding 'Planet of the Year' and urged all trustees to seriously read and get involved in any effort to improve the environment. She also noted how willing people can be to start a new program, but how reluctantly a review is done or changes made, and was pleased to see such a review taking place.

Miss Detwiler wondered if some maintenance work at Christie could be done by community college students. She also asked if a trip to Christie could be arranged for trustees as it was a very interesting experience. Miss Detwiler thanked Ms. Rappolt and Mr. Lee for their work on the important review.

Mr. Lee welcomed the idea of Trustees visiting the Centre, and suggested it would be more efficient to have all the members visit at one time.

Mr. Lee explained the distribution of some of the attached forms. He noted a new form will be distributed to students at the end of their centre visit, commencing January 6th, to find out the perceptions of students. The forms would be answered on the bus, collected there, and returned to the Outdoor Education Centre. This form was not available to include with this report material.

on the end of the year, there had been about the same in  
the number of cases as in the year before.

The Board expressed surprise that there was only one case  
of the disease in the year before last, and that the number  
of cases was so small. The Board also expressed surprise  
that the number of cases was so small.

It was suggested that the Board should consider the  
possibility of the disease being introduced from the  
outside, and that the Board should consider the possibility  
of the disease being introduced from the outside.

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In response to Miss Detwiler's question, Mr. Lee stated that teachers can participate at the Christie Centre either as a key teacher or as a support teacher.

Ms. Rappolt emphasized that teachers must not think of Outdoor education as Glen Road and Christie Centre. Outdoor education is integral to every program and can be incorporated in such places as the school yard, walks, neighbourhood parks, streams, yards, Wanakita, RBG, and Regional Conservation Authority. She thanked Ms. Joan Bell of the RBG for her attendance at the meeting.

Ms. Rappolt noted numerous tasks done by instructional staff at the centre:

- a) booking buses and scheduling visits,
- b) equipment maintenance
- c) teaching
- d) curriculum planning and design

Mr. Kennedy applauded Mr. Lee's comments on the environment and encouraged this opportunity to create students who are more mindful of the environment and who may be able to neutralize what the older generations have done.

Mr. Korz inquired if the deficiencies could be filled effectively by co-op students from our system.

Mr. Lee felt using co-op students now would be only a short term answer. He further explained that after the program was tied in with present curriculum, through the review, using co-op students was a possibility.

Mrs. Clarke was delighted with the process of the review and stated her pleasure in Mr. Lee's awareness of inner city children's needs and his willingness to address those needs.

In response to Mrs. Clarke's enquiry, Mr. Lee explained that equipment loans to schools were to facilitate such needs as camping equipment, pots and pans, tents.

Mrs. Bishop congratulated Mr. Lee and was pleased to see integration of the environment with school programs, particularly at the secondary level. Mrs. Bishop expressed her hope that future considerations would involve training staff so that everyone saw this issue as his/her responsibility as well as continuing the curriculum integration methods. She also noted the rich local environment for study.

Mrs. Deans thanked Mr. Lee and Ms. Rappolt and noted that another report would be forthcoming in May or June. She noted Mr. Rielly's offer to supply the Time magazine to Trustees.





Moved by Mrs. Clarke:

That the following recommendations from the Outdoor Education Program review be accepted:

- a) That the Outdoor Education Steering Committee report to the Development Committee of the Board through Gail Rappolt, Assistant Superintendent of Curriculum, no later than June 1989.
- b) That the report identify Outdoor Education programs and resources currently available to students in the Hamilton System, assess the need for any future changes and make recommendations based on those findings.
- c) That two trustees be selected as members of the Outdoor Education Steering Committee.

CARRIED.

Interim report from the sub-committee of the Secondary School Study Committee

Mr. Stockwell advised that Mr. F. Kelly and Mr. R. Binns, reported to the Secondary School Study Committee on behalf of the sub-committee dealing with the relocation of the Albion students. It was the Secondary School Study Committee's opinion that it was premature to report to the January Development meeting. There will be further consideration of Albion students at the Steering Committee tomorrow and more work done by the sub-committee before it is brought to Development with a recommendation.

It was agreed:

That the Interim report from the sub-committee of the Secondary School Study Committee be received for information.

NEW BUSINESS:

Report re: Update - Pilot Program in Native Languages (Mohawk)

In response to Mr. Kennedy's question, Mr. Rielly explained the Board was not directed by the Ministry to implement this program, but is operating from a Ministry guideline. He confirmed the Board has gone one step further and introduced it to the local native community.

Ms. Rappolt noted, as background, the Ministry now has a guideline in native languages at elementary and secondary levels, which can be substituted for French as a second language in the curriculum. The Ministry is quite specific in that if 15 families request a program in native language, the Board is obligated to offer the program and the indication is that we would have that number.





Ms. Rappolt explained that as this is a language program, it is the responsibility of Mr. Hill, Co-ordinator of Languages, and he will be reporting to this committee at a later date.

There are several issues to be considered:

- a) the number of qualified teachers available,
- b) enough interested students,
- c) sufficient space in schools

Ms. Rappolt noted a number of meetings had been held and a budget request was submitted and approved in April 1988, for a teacher as of February 1st, or later. It was the intention that the teacher would work from February to June setting up curriculum and begin teaching in September, 1989.

Currently, Intent to Register forms are being gathered and we have responses from 12 families so far.

Ms. Rappolt noted specific recommendations will be submitted at a later date. This interim report is to update Trustees should they receive inquiries about the program.

Mr. Stewart asked why this program is handled differently than the Heritage Language programs.

Ms. Rappolt responded that the Heritage Language Program is not given for credit, it is considered an additional program to the school day or the child's regular program and does not fall under the Formative Years or OSIS. On the other hand, Native Language is a Ministry curriculum document and, as such, is an integral part of the student's subject program.

Miss Detwiler asked if the student would be withdrawn from regular classes.

Ms. Rappolt replied yes and that it would mean scheduling of students from different grades into a time frame, taught by a specific teacher.

Miss Detwiler said she had heard some complaints about the difficulties children and teachers have with withdrawal programs. She expressed concern that withdrawal was not done without expense in both energy and time away from other subjects.

Mr. Hicks asked about the site location for this program.

Ms. Rappolt stated a map would be available for the final report, showing the location of native students from survey and availability of space; and the two matched as





best as possible. She noted one or two non-native students had shown an interest, but had not registered at this point.

Moved by Mrs. Clarke:

That the update report on the Pilot Program in Native Languages (Mohawk) be received for information.

CARRIED.

Report from the  
Officials re:  
Exchange Program with  
Province of Quebec

Ms. Rappolt explained this item had been brought to Development, rather than Operations Management Committee, as it was a new program. She reviewed the report noting it has potential for involving five Boards. There is a need to contemplate selection criteria and time involvement of those organizing the event. She indicated that Dr. Cooke, the History Co-ordinator, would be doing some further investigating and his findings would be forwarded to Senior Management for approval if it is felt an exchange with Sudbury would be of value.

Discussion by trustees followed about the procedure used when requests for reports are made of officials. There was concern that the officials were being overwhelmed with requests for reports which involved a great deal of time and research.

Mr. Rielly agreed, and noted that the Board's Rules and Regulations had not been observed in this request. The rules that are in place state that Trustees seeking a report on a matter are required to make such a request in the form of a motion to the proper committee.

Moved by Mrs. Clarke:

That the report on Student Exchange proposed by the Canadian Council of Christians and Jews be received for information.

Mrs. Van Horne questioned that in accepting the report for information was this, in fact, asking the officials to do more work.

A discussion ensued regarding the work involved with the exchange and whether this would come back to the Development Committee for approval.

Mr. Rielly explained that the decision of whether the exchange is warranted would be made by Senior Management after they have more information and that it would only come back to the Committee in the form of a trip request.

A vote was then called on the motion and was it CARRIED.





ELEMENTARY/SECONDARYBUSINESS ARISING OUT OF THE MINUTES:I.B.M. Music Proposal

Ms. Rappolt reviewed the report and explained that based on the original proposal, the equipment would have been in the schools early in 1988; however, the equipment did not arrive at the schools until August, and the software not until October - November. Since then there have been a series of in-service programs from IBM.

It is Mr. Mallory's opinion that teachers need two full semesters in order to assess the software and IBM is in agreement. Mr. Mallory will make bi-monthly reports to Ms. Rappolt and Mr. Beveridge. He also indicated that, if the Trustees wish, he will make an interim report in the summer after one full semester of use. If purchase is felt warranted, he will also be prepared to give an accurate assessment and a long range proposal.

Ms. Rappolt emphasized that the choice of location of the equipment was strictly due to teacher computer capability and willingness to be involved.

A discussion followed as to how the computer music students would be evaluated compared to, for example, Conservatory of Music students. There was some concern as to the value to the students by way of learning theory and application of music.

Ms. Rappolt explained that evaluation of the pilot project would determine if the software was effective as a teaching tool. She did not feel that the addition of the computer could be easily compared to traditional teaching methods in music.

Mrs. Bishop expected the computer would allow students to do things not possible under current program, ie., different skills. Evaluating the program would determine whether or not to continue or expand it. Careful evaluation would be necessary since there would obviously be costs if we eventually purchased the program.

Ms. Rappolt encouraged trustees to make arrangements to view the equipment and program by calling Mr. Mallory to set up a visit at a school with the teacher and principal.

Mrs. Clarke viewed the computer software as an enrichment to the traditional music teaching methods and hopes it will help student with individual skills and enable bright students to become more creative.





Mr. Korz looked forward to Mr. Mallory's interim report in July, 1989.

Moved by Mr. Korz:

That an interim report on the IBM Microcomputer Music Project be made to the Development Committee in July, 1989.

CARRIED.

Moved by Mrs. Cunningham:

That the report on the IBM Microcomputer Music Project be received for information.

CARRIED.

NEW BUSINESS:

Newspaper Article,  
lack of programs  
for TR over 21

Mrs. Deans asked Mr. Beveridge to comment on a December 26th newspaper article regarding Mr. Jenson, a handicapped, over 21-year old, from Vincent Massey.

Mr. Beveridge stated it was a fairly disturbing article relating that after Mr. Jenson had finished the Vincent Massey program, he was unable to get into a day program, and was losing the momentum gained in classes at Vincent Massey.

Mr. Beveridge will develop a statement, attach the picture and have it placed on the agenda of the Minister's Advisory Committee on Special Education. He will restate the concerns of the Board to see if anything can be done.

Mr. Kennedy was concerned that the taxpayers of Hamilton might be asked to pay for educational programs for over-21 handicapped people due to financial restraints by the Government. He felt it was not our responsibility, but the province's responsibility.

The meeting then adjourned.

Read and confirmed,

.....  
Chairman





M32

FEBRUARY, 1989

# DEVELOPMENT COMMITTEE

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON







I N D E X

DEVELOPMENT COMMITTEE

1989 02 02

GENERAL

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MINUTES OF THE  
DEVELOPMENT COMMITTEE

1989 02 02

Present: Mr. B. Allen (Chairman); Trustees Barker, Deans, Korz and Clarke.

Not

Present: Trustees Kennedy and A. Stewart

Also

Present: Trustees Bishop, Cunningham, Desmarais, Johnston, Lowe, Mulholland, Paquin, Penner, Rogers, R. Stewart and Van Horne.

Officials

Present: K. A. Rielly (Director of Education and Secretary)  
P. Shewfelt (Superintendent of Finance and Treasurer)  
F. Kelly (Superintendent of Schools - Area 2)  
R. Binns (Superintendent of Schools - Area 3)  
D. Rothwell (Superintendent of Schools - Area 5)  
R. Lavoie (Superintendent of Schools - French as a First Language)  
G. Rappolt (Assistant Superintendent of Curriculum)  
J. Yurkiw (Assistant Superintendent of Special Services)  
G. Rutledge (Controller)  
B. Manson (Special Assignment Teacher for Drama)  
S. Rogers (Assistant to the Secretary)

Mr. Allen asked for confirmation of the minutes of the last meeting.

Moved by Mrs. Deans:

That the minutes of the last meeting be approved as presented to the members.

CARRIED.

Mr. Allen requested the indulgence of trustees and asked to move the presentation of the Albion Vocational School Parents' committee to the beginning of the evening's agenda. The members agreed.

REPORT OF THE

COMMISSIONER OF THE

LAND OFFICE

IN RESPONSE TO A RESOLUTION OF THE HOUSE OF REPRESENTATIVES, PASSED MAY 1, 1890

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GENERALBUSINESS ARISING OUT OF THE MINUTES:Report of the Secondary  
School Study Committee  
- Albion Students

Mr. Kelly reviewed the report in conjunction with Mr. Binns and the Secondary School Study Committee's recommendation that Albion students be placed in co-educational facilities at Briarwood and Parkview Schools for January 1st, 1990.

Mr. Kelly drew attention to the four recommendations on page one of the report regarding Albion and vocational education from the December meeting of this committee and which were referred back to the Secondary School Study committee. He further drew attention to the financial costs for various proposals for placement of students.

In response to Miss Cunningham's question, Mr. Kelly explained the \$1,338,000 cost of renovations to Briarwood included a washroom and five shops, and \$83,000 for electrical upgrades.

This recommendation would attempt to maintain a ratio of 2/3 boys - 1/3 girls at Parkview and a 1/3 boys - 2/3 girls ratio at Briarwood.

Mr. Kelly pointed out that Parkview has very good facilities for auto, wood, sheet metal, horticulture and 'heavy' shops, whereas Briarwood has very good shop space for 'light' shops.

Miss Cunningham asked which programs would be lost to students at Delta?

Mr. Kelly noted students would lose some space in auto mechanics and lose auto body shop, as well as horticulture. They would gain electrical and welding, small engines and sheet metal.

Miss Cunningham asked if it was the intention to have integration in composite classes in academic subjects? She noted some parents have concerns regarding integration.

Mr. Kelly said this had not been discussed at length with the staff at Delta, but he would like to see integration to allow maximum use of facilities at Delta.

REPORT

RESEARCH REPORT ON THE

History of the  
School of  
Education

The purpose of this report is to provide a brief history of the School of Education from its inception in 1862 to the present. The school has grown from a small department within the College of Arts and Sciences to a large, independent school with a wide range of programs and services. The report is organized into three main sections: the early years (1862-1900), the middle years (1900-1950), and the modern era (1950-present). Each section discusses the major events, people, and programs that have shaped the school's history.

In 1862, the School of Education was established as a department within the College of Arts and Sciences. It was the first school of its kind in the state and was led by Professor [Name]. The school's early years were marked by a focus on teacher education and the study of education theory.

This period saw the school's growth from a small department to a larger, more independent entity. The school's programs expanded to include a wider range of subjects, and the faculty grew in number and expertise.

The middle years of the school's history were characterized by a period of rapid growth and expansion. The school's programs were diversified, and the faculty became more specialized. The school's reputation grew, and it became a leading institution in the field of education.

By the early 20th century, the school had become a major force in the field of education. It was recognized as a leader in the development of new programs and the training of future educators.

The modern era of the school's history is marked by a period of continued growth and innovation. The school's programs have become more diverse, and the faculty has expanded its research and scholarship. The school's commitment to excellence in education remains a central theme.

The School of Education has a rich and varied history. It has been shaped by the vision and leadership of its faculty and the support of its students and the community. The school's future is bright, and it continues to be a leading institution in the field of education.

The School of Education is proud of its long and distinguished history. It is committed to providing the highest quality education and to advancing the field of education through research and scholarship. The school's future is bright, and it continues to be a leading institution in the field of education.



Moved by Mrs. Clarke:

That this recommendation be referred to staff for consideration and input, and to come back to Trustees, hopefully Monday, along with other accommodation concerns.

Mrs. Clarke emphasized this must be dealt with quickly as students need to plan for the year ahead. She noted parents' concerns need to be looked at and the welfare of the students considered. She pointed out that this Board must be aware of changes in secondary education (composite schools on three levels) throughout the province. Decisions have not been made and she cautioned against this Board putting a great deal of money into strictly vocational education before final decisions had been made at the provincial level.

Mr. Rielly agreed a report could be ready, but noted time lines would have an effect on the depth of the report.

Mr. Mulholland objected to the motion to refer this item to another committee.

Mrs. Clarke agreed to change her motion to:

That this recommendation be referred to staff for consideration and input, and to come back to Trustees as soon as possible at a Special Development Committee meeting called for that purpose.

Canon Rogers was concerned with sending this item back to the sub-committee and preferred to continue debate and take some action this evening. He asked to delay the vote on the motion to allow an opportunity to speak on this item and the recommendations of the parents.

Mrs. Deans and Mrs. Van Horne spoke in favour of getting more information and discussion tonight.

Mrs. Clarke agreed to place her motion on the floor later.

Canon Rogers spoke of the need to consider vocational education and the future of vocational schools in the east end and across the city. He felt that the parents' suggestion of a

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school-within-a-school at Delta should be supported and then begin to integrate and develop Delta into a co-educational facility for vocational schools. He noted it was the cheapest alternative, and that Delta was on a major bus route and accessible to students.

Canon Rogers pointed out the declining enrollment at Delta meant that vocational students could participate in general and advanced subjects. In 1990, Delta could be integrated into a co-ed facility, Albion and Briarwood joined or use Parkview with Scott Park and nearby elementary schools. He added that this is a serious issue and the Albion Road community had been shortchanged in not having an opportunity to participate in the closing policy of this school.

In reply to Mrs. Bishop's question, Mr. Binns offered to supply information, in writing, regarding which programs were available at Albion, Parkview and Briarwood, and how many students go to programs from Parkview to Scott Park and vice versa.

Mrs. Bishop asked if Briarwood has students that attend classes at composite secondary schools?

Mr. Kelly knew of one student going to Westdale to take music and thought that there were others at Delta.

Mrs. Bishop was impressed by the parents' desire for normalcy for the children and the situation which would be the least disruptive for them.

When Mrs. Bishop expressed her concern that the parents of the community had not been provided with the usual opportunities for input when dealing with the school closure, Mr. Rielly pointed out that this particular situation was the result of the Bill 30 situation and, therefore, the Board did not follow the usual procedures. Mr. Binns further clarified that this process was removed by the Ministry at the time the agreement was signed.

However, he pointed out that the committee did elicit as much information as possible from the parents and they made various proposals to the committee.

Mrs. Deans felt vocational school success was due, in part, to the smaller school size. She asked if Albion moved as a unit to Delta, were the plans to have mixed classes or stay as a unit?





Mr. Kelly noted this was a concern at the two committees and it was unanimous to go co-ed. The implementation has yet to be considered. If the boys go to Delta, the Principal has already looked at some integration. To get the best education would involve a co-ed and integration situation.

Mrs. Deans asked if September, 1989 was at all possible as a date to go to Briarwood and Parkview.

Mr. Kelly stated that Mr. Orlando has made it very clear if there was not a February decision, it would be difficult to have changes in place for January, and impossible for September.

Mrs. Deans added her support to the Briarwood and Parkview recommendation. She inquired as to how many teachers would be moving with the students?

Mr. Binns replied that all present staff would move with the exception of staff-requested changes.

Mrs. Deans again emphasized the need for more information regarding courses, advantages, and finances, etc., to make a final decision.

Mrs. Van Horne agreed with most of what Trustee Rogers said. She felt Delta could handle the total number of students from Briarwood and Albion, but not all three vocational schools. She pointed out the \$400,000 cost was to move students into Delta but wanted projected renovation costs if Delta was made into a co-ed vocational facility. She requested a 'ball-park' figure of long term costs as well as wanting to know the number of students.

Dr. Johnston added his support to the referral for more information and the advantages of following the parents' recommendation. He was concerned about the courses the students would lose in this move and asked if there would be other places where these classes could be offered.

Mr. Binns noted there are two locations available, Parkview and Crestwood. There was some discussion as to the number of students who would be thus affected.

Mr. Kelly verified, for Mr. Mulholland, that auto body would not be offered at Delta.





Mr. Mulholland would not support the referral as he thought 'small' provided quality, especially for vocational students who need more personal attention. Mr. Mulholland urged fellow trustees to consider the two alternatives before them as quickly as possible a) co-ed Briarwood and Parkview, or b) go to Delta.

In response to Miss Cunningham's question, Mr. Binns noted that costing of Albion was underway, but he did not expect to have figures until March.

Miss Cunningham asked that the officials' report include the benefits of Delta, and what is presently there. She further asked to know how much it would cost to provide the students, if moved to Delta, the courses they would lose, i.e. auto body and horticulture.

Mr. Stewart asked if the A. M. Cunningham students and Honey Bears would be displaced at Delta.

Mr. Kelly stated there are currently 96 Cunningham students using 4 rooms at Delta, where the parents have asked to remain for one more year. In the case of the Honey Bears, they have a short term lease on two rooms.

Mr. Korz sympathized with the parents and appreciated their report. He would like to have more information as set out in the motion, and hopes administration would forward copies of the report to the parents' group.

Moved by Mrs. Clarke:

That the recommendation of the Secondary School Study Committee that Albion students be placed in co-educational facilities at Briarwood and Parkview Schools for January 1st, 1990, be referred to staff for consideration and input and to come back to trustees as soon as possible at a Special Development Committee called for that purpose.

Mr. Stewart requested a recorded vote.

The motion was put to a vote and was CARRIED with Trustees Bishop, Johnston, Van Horne, Rogers, Deans, Lowe, Korz, Penner, Barker, Desmarais, Paquin, Cunnningham, Allen and Clarke in favour, and Trustees Mulholland and R. Stewart opposed.





Mrs. Deans asked for class size when the report comes back and what the community will lose in courses during the day and night.

**NEW BUSINESS:**

**Presentation from the  
Albion Vocational School  
Parents' Committee re:  
Albion School**

Mr. Allen explained the procedures followed at this committee level. Mr. Agnew and Mrs. Mazepa tabled a presentation on behalf of the Albion Vocational School Parents' Committee, urging the Development committee members to make a responsible decision, both for the students and financially. The students, parents and staff at Albion are in favour of moving into available space in Delta Secondary School. Mr. Agnew further suggested that Delta has sufficient space to allow for the possible creation of an east-end co-ed vocational facility.

Mr. Mulholland spoke in defense of Parkview School pointing out that he believes it is an excellent school with an excellent program and dedicated staff. He noted that the parents had changed their minds on several occasions. He asked if Parkview and Briarwood would become co-ed, which would mean only one move, would that be acceptable to the parents?

Mrs. Mazepa replied that the parents would like one co-ed centre in east-end Hamilton.

Mr. Agnew related his son's experiences and how good the program is at Albion and how it is giving him a second chance.

Mrs. Van Horne was disturbed by the accusations and insinuations regarding Parkview. She felt there were just as many success stories from Parkview as from Albion, Briarwood or Ainslie Wood. She cautioned everyone to avoid making accusations. She appreciated the parents' brief and understood their desire for a co-ed east end facility.

Mrs. Mazepa pointed out that parents had received little in the way of explanation about the closing and proposed move of their children out of Albion to another school.

Following a short discussion, Mr. Allen thanked Mr. Agnew and Mrs. Mazepa for their presentation.





He explained this item would be under review, and hopefully, a decision made soon. As one of the Ward 3 trustees, Mr. Allen welcomed the opportunity to show them around Parkview School. Copies of the parents' presentation were circulated to trustees and officials.

**Report re:**  
**Race Relations Projects**

Mr. Shewfelt noted that pursuant to this report, officials applied to the Ontario Human Rights Commission for a three-part grant, contingent upon Board approval.

Mr. Shewfelt reviewed the grant figures and the Board's cost for the Committee.

Moved by Mrs. Deans:

That the Board approve an application to the Ontario Human Rights Commission for a three part Race Relations grant consisting of:

|                                | <u>Project<br/>Cost</u> | <u>Potential<br/>Grant</u> | <u>Board<br/>Cost</u> |
|--------------------------------|-------------------------|----------------------------|-----------------------|
| Project A - Training Course    | 12,500                  | 10,000 (80%)               | 2,500 (20%)           |
| Project B - Policy Development | 64,900                  | 35,000 (54%)               | 29,900 (46%)          |
| Project C - Curriculum Review  | <u>70,160</u>           | <u>35,000</u> (50%)        | <u>35,160</u> (50%)   |
|                                | <u>\$147,560</u>        | <u>\$80,000</u> (54%)      | <u>\$67,560</u> (46%) |

In response to Mrs. Van Horne's question, Mr. Shewfelt stated the Board cost of \$67,560 would be spread over two budget years.

The motion was voted on and was **CARRIED.**

**Report from the Officials:**  
**Drama Review**

Ms. Rappolt introduced Mr. Bill Manson and stated that she would continue to bring information on programs to the trustees on a regular basis at the Development Committee. She noted Drama is used as an educational strategy and also allows students to explore feelings and to understand others through role play.

Mr. Manson related his exposure to, and involvement in, school drama programs as a student and teacher with this Board.

He drew attention to the Drama Review process and hopes to have report and recommendations by March 1989 for a three year Implementation Plan. Mr. Manson's presentation included a hand-out detailing Drama concepts during the last





two decades and an article outlining the difference between Drama and Theatre.

Mrs. Bishop was supportive of this kind of approach and commended Mr. Manson. She was sorry her children were too old to benefit from the change in attitude to Drama.

Mrs. Clarke appreciated the Drama versus Theatre definitions. She asked if Theatre was being used in the Staff Development area.

Mr. Manson has approached Staff Development and other groups, and noted there is potential for using Drama and Theatre in Staff Development and for implementing the Race Relations Policy.

Mr. Korz echoed Mrs. Clarke's thanks for the definition of Drama and Theatre. He recalled good and bad experiences in Dramatic Arts classes. He did feel too much emphasis was placed on skill. He felt that those less skilled were not nurtured.

Ms. Rappolt felt Drama could play a critical component in changing attitudes, including Staff Development. She reminded trustees of the "Touching" play, developed through J. Yurkiw and S. Barrs.

Mrs. Barker related her experiences with teaching a second language. The use of Drama focussed the students and improved their retention of the language. She asked what had become of the "New Faces" program in which secondary students put on plays at Hamilton Place.

Mr. Manson noted "New Faces" has experienced government grant cut backs and increased crew costs at Hamilton Place. New Faces continues to do productions at Sir John A. Macdonald and will use Studio Theatre this spring.

Mrs. Barker was pleased the program continues and commented on Mr. Dayler's talents. She referred to school trips to Stratford or Niagara-on-the-Lake and inquired if our Board makes use of plays done at McMaster University?

Mr. Manson would be willing to distribute information regarding McMaster plays to schools, if he receives the material. He pointed out the increasing costs for trips to Stratford and Niagara-on-the-Lake, even with a discount.





Eventually, Mr. Manson would like the Hamilton Board to have Theatre groups fit into our curriculum, rather than vice versa.

Mrs. Deans asked if the play "Glory Days" could be done for our students as it deals with Hamilton history and the steel strike.

Mr. Manson explained that the Theatre Aquarius actors doing that play would have been under contract and would be disbanded now. He also noted that the theatre is too small to expose a large number of students to the play as a group. In answer to further questions, Mr. Manson noted that copyright on the play would be involved before our students could do the production themselves. He stated "Glory Days" is a docu-drama and he would prefer students to research and develop their own play dealing with a theme similar to "Glory Days".

Discussion followed about current secondary Drama programs, and Mr. Korz noted that students tend to move away from Dramatic Arts due to the pressures of completing required subjects for a secondary education under OS:IS.

Ms. Rappolt noted that not only the Dramatic Arts courses, but Music and Phys-Ed are affected in this same manner. She had concerns about the necessity for a well-rounded renaissance education, rather than the students racing through the system as quickly as possible.

Mr. Rielly added his concern with respect to options and fast-tracking.

Mr. Korz related his experience at a secondary school, where Drama students coerce fellow students with spare periods to sign up for Drama to ensure the program has enough students to run. A month later, many of these students drop out, but the Drama students have achieved their goal of ensuring the class will be allowed by administration.

Ms. Rappolt noted the Dramatic Arts program is under review and she would like to eventually see a four year program.

Mrs. Barker understood that under OS:IS students must take a required 16 subjects and 14 options. In that 16 subjects they have one choice regarding the arts, and choose either Drama, Visual Arts, or





Music. She pointed out that a student could go through a secondary school without ever taking Drama.

Ms. Rappolt hopes to have more Drama from JK through to OAC.

Mrs. Deans noted this was a weakness in OS:IS. She would like to see the need for a well-rounded education and the parents made aware of the courses available. She suggested that Public Relations could look into it and advise.

It was agreed that the Report on Drama Review be received for information.

Report re: Update  
Reorganization

Mr. Rielly stated these two presentations would be the first of a series through which he would like to keep the trustees up-to-date on reorganization and to see some of the good things that are happening in areas, schools and Education Centre departments.

Superintendent of Finance

Mr. Shewfelt stated he was pleased to have an opportunity to review the progress of re-organization within the Finance Department, based upon the recommendations to the Board from the Consultants. He noted a series of planning meetings were held over the summer months within the Finance Department. The Director issued a document entitled "New Opportunities - A Framework for Planning" and the Finance Department began to formulate specific plans that were in concert with that document. Mr. Shewfelt listed a number of staffing positions that had been filled. "Strategies for the Future" was a result of meetings to formulate specific goals and objectives within the department. Following a meeting with the Director, the Finance Department managers and Mr. Shewfelt met with all of the staff to review the proposed goals and solicit the participation of all staff so that the Strategic Planning document, in its final form, would reflect a unified direction for the next three years. The final document will be presented to Senior Management for consideration in the overall planning process. Though Mr. Shewfelt thought it was too early to evaluate their progress to date, he noted several positive indicators such as staff reaction to participation in planning, closer relationships with the schools through the Superintendents of Schools, improved decision making and improved communication.

Mrs. Barker was pleased to hear about the reorganization and noted the importance of continuously evaluating ourselves.





Mrs. Clarke added her thanks to Mr. Shewfelt for his update.

It was agreed that the Re-organization Update Report by the Superintendent of Finance be received for information.

Superintendent of Schools  
- French as a First  
Language

Mr. Lavoie stated that following the presentation of New Opportunities - A Framework for Planning", he had the document translated into French. He met with his cabinet at Georges-P.-Vanier and reviewed the document and looked at what had been done in the last three years and what is proposed for the next five years. He further met with the student council and asked for their suggestions and input. From these meetings he put together a survey of eleven priorities and asked students and the cabinet to rate them for importance. He also organized a public meeting of French taxpayers. The results of the survey indicated the following as the main priorities:

- a) teaching of the three basic subjects; reading, writing and math,
- b) the quality of the programs offered at the school,
- c) acquisition of aptitude and attitude to enter the work place,
- d) acquisition of attitudes necessary to solve problems.

Parents, students and staff were unanimous in making these the four basic trusts at Georges-P.-Vanier for the next few years.

As far as programs, Georges-P.-Vanier is working jointly with other Boards in the province to translate some of the better programs done by this Board and other Boards. They have completed two excellent grade 9 and 10 science translations with permission from Mr. Beveridge's office, at a cost of \$30,000; a cost which is shared by twelve Boards. Most Boards that offer French As A First Language have now written us asking to join the consortium to co-operatively work on the development of excellent programs in the province. Mr. Lavoie noted his positive experiences and the understanding of this Board's Senior Management over the last year and under Bill 75. He stated that the reorganization has had a positive effect on communications at Georges-P.-Vanier.

Mrs. Deans asked for an explanation of 'cabinet', which Mr. Lavoie explained was the Heads of Departments, Vice Principal and Principal.





Mrs. Barker asked Mr. Lavoie to review the evening program at Georges-P.-Vanier for the Committee.

Mr. Lavoie explained that following discussion, two courses were offered for evening classes: a French conversation class and a Music class, with the possibility of enlarging the program through the year.

Mrs. Barker noted this was the first time Georges-P.-Vanier was open to the community, and hopes the community involvement increases.

In response to Mr. Allen's question regarding computer software, Mr. Lavoie stated it is much more difficult to obtain software in French. He noted the Ministry is only now getting into ICON software in French but Georges-P.-Vanier has been able to obtain some software from Quebec (though it has not always been compatible with school hardware).

Mr. Allen thanked Mr. Lavoie for his presentation.

It was agreed that the Re-organization Update Report by the Superintendent of Schools, French As A First Language, be received for information.

The meeting was then adjourned,

Read and confirmed,

.....  
Chairman





MINUTES OF THE  
SPECIAL MEETING OF THE DEVELOPMENT COMMITTEE

1989 02 14

Present: B. Allen (Chairman); Trustees Barker, Deans, Kennedy, A. Stewart and Clarke

Not

Present: Trustee Korz

Also

Present: Trustees Bishop, Cunningham, Detwiler, Johnston, Mulholland, Penner, R. Stewart and Van Horne

Officials

Present: K. Rielly (Director of Education and Secretary)  
A. Stockwell (Associate Director of Education)  
P. Beveridge (Superintendent of Curriculum, Special and Educational Services)  
J. Forrester (Superintendent of Schools - Area One)  
F. Kelly (Superintendent of Schools - Area Two)  
R. Binns (Superintendent of Schools - Area Three)  
P. Gillie (Superintendent of Schools - Area Four)  
D. Rothwell (Superintendent of Schools - Area Five)  
B. Sinclair (Superintendent of Human Resources)  
J. Yurkiw (Assistant Superintendent of Special Services)  
O. Jackson (Supervisor, Research Services)  
S. Rogers (Assistant to the Secretary)

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

Report of the Officials  
Re: Transfer of Albion  
Students

Mr. Allen stated the purpose of this meeting was to consider the officials' recommendations regarding the transfer of Albion students. He emphasized the importance of reaching a decision this evening.

Mr. Rielly spoke on behalf of the officials who have been most directly involved, R. Binns, F. Kelly and A. Stockwell, and introduced the principals: B. Knowles, Albion; M. Sager, Briarwood; P. Murphy, Parkview; B. Leedale, Delta. He welcomed questions to any of these officials and staff.

Mr. Rielly noted this is a sensitive subject to deal with and that senior management is proposing some differences in the way vocational programs are presently being addressed. This may be disconcerting to some because it speaks about changes and delivery of programs. He reviewed the report emphasizing the main focus is on student program and program delivery for all





secondary students who take courses at the basic, general and advanced levels.

Mr. Rielly emphasized the need for time to involve the community, trustees, people in industry and curriculum personnel to take a fresh look at vocational secondary school programs. This is one of the directions that the Secondary School Study Committee will consider in-depth. He stated that if the recommendations are accepted there will be a year to study the program intensively and involve a number of people to develop programs to meet the needs of all secondary school students and not just one group. Mr. Rielly reviewed the three recommendations submitted in the report and welcomed questions.

In response to Mr. Allen's question, Mr. Rielly stated the recommendations are all-encompassing and should be considered collectively. However, he noted the first recommendation must be answered immediately, after which Trustees may wish to consider the other recommendations. The officials look upon the recommendations as a package.

Moved by Mr. Mulholland:

That present and potential Albion students be accommodated in September 1989, at Parkview Vocational Secondary School or other vocational schools that are able to provide their program needs. It is understood that these students would receive individual counselling through their present school in order to explore various future program possibilities.

Mr. Mulholland stated that in this motion, the officials have fulfilled their mandate brought about by Mrs. Clarke's motion at the last meeting. He felt it was an excellent compromise which allows students to be counselled and have the choice of schools and programs. He did not feel that recommendations 2 and 3 should be considered tonight. In particular, recommendation 3 is already being studied by the Secondary School Study Committee.

Mrs. Van Horne asked the Chair's permission to read a letter from the Albion Parents' Group, directed to the trustees (attached). Mr. Allen agreed.

Mrs. Van Horne then spoke in favour of the motion but wanted further information regarding

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recommendations 2 and 3 which were not on the floor for discussion.

Mrs. Deans asked for clarification regarding "present or potential Albion students". She further questioned if potential Albion students could go to Briarwood?

Mr. Rielly stated officials are not advocating students move into composite secondary schools unless their background fits the program. That is one of the reasons for the need for one year to accommodate students at Delta. It is our present practice to counsel students into composite secondary schools if it is in their best interest.

He felt if an Albion student wished to go to Briarwood it was possible. The student would be interviewed on an individual basis and would have to select a program offered at the school.

Mrs. Deans also questioned if a potential Briarwood student could take a course at Parkview. Does this mean Briarwood and Parkview would be co-ed in September 1989?

Mr. Rielly noted that at present there is one girl attending Parkview. The process for a student wishing to take courses at Briarwood, would be similar to the one described for Parkview, with the agreement of both principals.

Mrs. Deans asked if potential Albion or Briarwood students would be made aware they could take these programs at other schools and be co-ed?

Mr. Rielly confirmed that students from elementary schools going to vocational schools are intensively counselled over a number of years as to the direction they should take. The Board is very proud of that process which attempts to ensure a student has the right placement. He did not anticipate any wide scale advertisement in elementary schools that we are opening up all vocational schools as co-ed facilities. He felt that would be a disservice to students who may not know the courses offered and may set up false expectations for them.

Miss Detwiler could not accept Mrs. Deans' suggestion of co-ed. She felt co-ed at Briarwood and Parkview would create problems as these schools are geared for either male or female students. However, she supports the co-ed program at Ainslie Wood and added her support for the motion.

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Miss Cunningham asked if consideration was given to starting at the second semester?

Mr. Rielly replied that consideration was given for January 1990, but in talking with Principals of schools, it was felt that if the transfer is done it is better to be done as soon as possible.

Miss Cunningham had a concern regarding the other two recommendations. She felt that in fairness to the community, it would be nice to know prior to September, 1989 that Delta will definitely be the school and what programs will be available. She supported the present recommendation.

In response to Mr. Stewart's query, Mr. Rielly replied that though there was one female student at Parkview, officials are not recommending that Parkview be a co-ed school at this time.

In reply to Mrs. Barker's question, Mr. Kelly replied that the principal at Albion had said the programs at Albion and Parkview are almost identical, with the exception of two shops. He referred to an information package with floor plans, put together in response to trustees' questions raised at the previous meeting.

It was explained the present enrollment at Parkview is 236 students, with a total capacity of approximately 420 students. Mr. Kelly agreed that Parkview would be at capacity with the transfer of the Albion students.

Mrs. Stewart could not support the motion without knowing more information regarding recommendations 2 and 3.

Mr. Mulholland cautioned the trustees not to displace the Secondary School Study Committee and sub-committee who were charged with the duty to provide short term accommodation for the Albion students. He felt this motion was flexible and was not tied to recommendations 2 and 3. He supported co-ed but would not support any other type of education for these students until it has been studied for a year. He emphasized that the major goal of vocational schools is to prepare academically disadvantaged students for the work world, particularly in the service trades. He felt it should be very clear to students, officials and parents that students who take basic courses are more satisfied in vocational rather





than composite schools. He did admit vocational schools were associated with a low status but felt many of these students respond positively to increased teacher attention and courses offered at vocational schools. He felt going to Delta was an inappropriate action at this time.

Mrs. Deans understood the motion to read 'students, male or female, may go where the courses are', meaning some of the schools would be co-ed. She felt students should go to whatever schools have the courses they wish to study.

Miss Detwiler spoke of the excellent employment rate among students at Crestwood vocational school, and expected the same was true with all vocational schools. These students have employable skills and the school provides contact for work openings. She saw no problem with vocational co-ed schools.

The motion was then put to a vote and was CARRIED.

Moved by Mrs. Bishop:

That the following recommendations be approved:

- 2) That a co-educational program, integrated with the composite secondary school at Delta, be established in September 1990.
- 3) That the Secondary School Study Committee begin immediately to address the future program needs of secondary school students that will enable us to move toward our Mission -- providing quality education for all children and adults in our community, to enable them to enjoy life as creative, contributing, responsible members of society.

Mrs. Clarke spoke positively regarding this motion. She felt, though, that the timing is unfortunate because of the Secondary School Study committee. She thought it was an incredibly fine concept and was sure the community would agree that a vocational school integrated with a composite secondary school would be very valuable.

In response to Mr. Stewart's request for a costing, Mr. Rielly stated it is impossible to do any costing until it is known what programs will be offered at Delta. This is another reason for asking for a year in order to take an in-depth

The Commission on the Status of Women, established in 1946, was the first international body to focus on the status of women. It was created by the Economic and Social Council of the United Nations. The Commission's mandate was to promote the status of women and to ensure their full participation in all spheres of life. It has since held numerous sessions, each with a specific theme, and has produced a wealth of reports and recommendations.

The Commission's work is carried out through its various organs, including the Executive Committee, the Secretariat, and the Study Group. The Executive Committee is responsible for the overall management of the Commission's work, while the Secretariat provides administrative support. The Study Group is a permanent body of experts that provides technical assistance and advice to the Commission.

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look at what programs will be offered and to develop the costs. He pointed out it is not the Board's intention to replicate the existing shops in the boys' and girls' schools. He wants the program to address students' needs and develop skills based on future requirements in industry. He admitted there will be associated costs because there will be shops we will want to put into Delta if the recommendation is accepted.

Following Mr. Stewart's suggestion about alternatives, Mr. Rielly said there may be other alternatives to the situation in east end Hamilton. Delta has some shops that are not in operation and which are available. At this particular point, with respect to Albion students, Delta is the school that is being recommended. Although there are other composite secondary schools that could be considered Delta has the best facilities for this type of arrangement.

Mr. Mulholland suggested this motion should not be dealt with tonight. He pointed out the cost at Delta would be more than the \$400,000 mentioned at the last meeting, because additional shops would increase this total. Mr. Mulholland emphasized that this motion should be referred to the Secondary School Study committee and its sub-committees to study and he felt these recommendations were premature.

Miss Detwiler felt that if this type of study was being conducted she would not support the motion here.

Miss Cunningham asked if item 2 referred to a co-ed vocational program?

Mr. Rielly replied that in the program that is envisaged at Delta, there will be shops of a vocational nature or basic courses, such as at any vocational school. In studying the program he thought the Secondary School Study Committee and sub-committees might want to cluster programs into groups such as Life Skills Courses, etc. He felt that courses on three levels would allow students, having the ability, to study at the level that fits their ability. He emphasized that officials were not recommending a school-within-a-school.

In response to a further question by Miss Cunningham, Mr. Stockwell replied that approximately 50 additional students could be accommodated at Ainslie Wood.





Mrs. Van Horne supported the motion. She did not have anything detrimental to say regarding vocational schools or the opportunities that they afford young people, but did not think that is the only way to give good educational opportunities to these students. She also likes the variety of programs the Board would be offering for its vocational programs. She felt that if the motion was passed it would give a high level of confidence and sense of well-being to the community of Albion students, feeling the Board has committed itself to a direction they agree with.

Mrs. Deans requested information on student numbers and how many would go to Delta in a co-ed vocational program.

Mr. Kelly responded that the current enrollment in the schools was as follows:

Albion - 180

Briarwood - 285 - 300

Parkview - 236

This would be approximately 700 students, presupposing all those students opted to go to Delta. He felt 400 - 450 was a realistic number.

Mrs. Deans inquired whether Parkview or Briarwood would close?

Mr. Rielly noted the co-ed facility would involve potential Briarwood students, however he expected most students who have chosen Briarwood for its program would continue there. He does not see schools closing and all the students moving into Delta. He could see a number of students opting into Delta because the shops and courses would suit them. He felt it did not make sense to allow Parkview students to go to Delta, and there was no direction suggested about closing Parkview.

In response to Mrs. Deans' inquiry, Mr. Stockwell noted vocational class sizes would not change due to integration at Delta as they are set out in the Collective Agreement.

Mrs. Deans then asked if parents were made aware of the benefits of being in a school of 300 students. She felt vocational students' success was due to the program and a smaller school situation.

Mr. Rielly noted elementary school principals would recommend vocational school programs and he





felt they did a good job, involving much student and parent counselling. The final decision about attending a vocational school involves the parents who go to the school, meet the teachers and learn about the program. He felt there was a good liaison between elementary and vocational schools. He agreed with Mr. Stockwell that the 'small is beautiful' classroom size would not be altered, but would now be in a school of 1100-1200 students.

Mr. Binns stated that in meeting with the parents, they were certainly aware of the problem. They knew small class sizes would be retained and were aware of the disadvantages of a large school situation.

Mr. Stockwell clarified the Secondary School Study Committee mandate for Mrs. Barker. He noted the mandate to look at secondary school education was fairly broad and, as a result, not restricted to the study of vocational education and composite school education. They became involved with the vocational issue as they were directed to receive recommendations from the committee that was in place to look at relocating Albion students. In addition, they are looking at a variety of other issues regarding secondary school education.

Originally this Secondary School Study Committee was to report back to the Development Committee in March, but this is no longer possible as most of the committee's time has been spent on the Albion issue. A number of sub-committees have been established to look at different facets of education, but mandates are being developed and committee personnel being determined.

Mrs. Barker felt the information on this committee was important to know before members voted on this motion but also felt parents would like to know the Board's direction tonight. She said she would support the motion.

Mr. Kennedy spoke in favour of vocational schools and their programs, noting the biggest difficulty is in convincing parents that their children would benefit. There is a stigma attached to vocational schools and it may help to be associated with a composite secondary school. He agreed with Mr. Mulholland that this issue should be studied by the Secondary School Study Committee. Mr. Stockwell said program would be studied whether the motion was passed or rejected.





Mr. Kennedy noted educators in the past have advocated the vocational program in a smaller setting where students are recognized for their achievements as the ultimate. He believed that being placed in a composite secondary school would be a demoralizing experience for students and asked officials for their opinions. He supported recommendation 2.

Mr. Rielly stated the vocational schools have been doing a very fine job, but there is a belief that there are different ways of delivering programs. He did not want to abandon the good of vocational programming; rather the delivery of program in the context described, in a composite secondary school, is what is being advocated. Basic courses would be offered, smaller class sizes would still exist, and, in addition, composite students could take a basic course or vocational students take a general level course. The feeling of officials and the direction that many people are advocating, nationally and provincially, is to incorporate vocational education or basic level courses in composite secondary schools.

Mrs. Bishop spoke in support of the motion and reminded members that the Board believes in integration and their commitment to integrate Trainable Retarded by 1990. She was very pleased to see integration as Mr. Rielly has been explaining. She felt it was important to make a decision tonight because the staff and students must know what is going to be done; planning and budget implications need to be determined; the Board has gone through the other options and now has three vocational schools that are under-used because of declining enrollment. She saw support of this motion as prudent on all accounts.

Mr. Mulholland emphasized that the committee to study secondary school issues will be studying such issues as OS:IS, vocational education, philosophy, adult and secondary education. He felt a more knowledgeable decision could be made after this committee has fulfilled its mandate. He read a 1981 quote in support of non-integrated vocational education.

Mrs. Deans inquired regarding class placement in Delta.

Mr. Rielly repeated that he is not advocating a school-within-a-school. The location of the students within the school will be of primary





concern in any arrangement. Students will move around the school depending on class location and the particular options that are selected. The model for September, 1990 has students at Delta, but not as a school-within-a-school as the parents were asking for in the next year.

In response to Mr. Stewart's concern, Mr. Rielly said the A. M. Cunningham children are included as indicated in the 1989 Accommodation report and as shown on the room allocation maps. He did note that in the 1990 Accommodation Report there is a recommendation for an addition to the A. M. Cunningham school, therefore, A. M. Cunningham students would not be there if the 1990 Accommodation report recommendations are carried through.

Mr. Stewart would not support the motion because of lack of alternatives and thought it should be sent to the Secondary School Study Committee for alternatives and costing.

Dr. Johnston commented on his experiences with vocational students in his school and felt both vocational and composite students benefit from interaction. Dr. Johnston said that in supporting recommendations 2 and 3 the committee would be giving support and direction to the Secondary School Study Committee, which they would appreciate.

Miss Cunningham stated that Albion parents had originally wanted co-ed education, and that as Delta had space, it was suggested as a temporary solution. She was concerned that the parents wanted the school-within-a-school at Delta and did not want to integrate the students. She asked Mr. Rielly to confirm that the co-ed vocational school within Delta has been changed.

Mr. Rielly re-iterated that officials are not proposing a co-ed school that exists as a unit within Delta. It was not felt that it serves the needs of students and did not think it would function to the benefit of either student body.

Mr. Rielly clarified for Mrs. Deans that the recommendations were tabled at this meeting and not previously distributed to parents or trustees.

Moved in amendment by Mr. Mulholland:

That recommendation 2 be amended as follows:

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- 2) That a co-educational program, integrated with the composite secondary school at Delta, be **studied for implementation for September, 1990.**

Mr. Mulholland indicated that if this amendment were passed he would make a motion to refer it to the Secondary School Study Committee.

The amendment was put to a vote and was LOST.

Moved in amendment by Mr. Mulholland:

That the following recommendations be referred to the Secondary School Study Committee:

- 2) That a co-educational program, integrated with the composite secondary school at Delta, be established in September 1990.
- 3) That the Secondary School Study Committee begin immediately to address the future program needs of secondary school students that will enable us to move toward our Mission -- providing quality education for all children and adults in our community, to enable them to enjoy life as creative, contributing, responsible members of society.

The amendment was put to a vote and was LOST.

The motion was then put to a vote, with a recorded vote requested, and was CARRIED, with Trustees Baskin, Bishop, Johnston, A. Stewart, Van Horne, Kennedy, Penner, Barker, Allen and Clarke in favour; and Trustees Mulholland, R. Stewart, Deans and Cunningham opposed.

The meeting then adjourned.

Read and confirmed,

.....  
Chairman





Date: February 13, 1989

To: All Trustees

From: Albion Parents Committee

Dear Trustee,

This letter and attached information should bring you up to date with the Albion Parents Committee activities.

We (the Albion Parents Committee) held a meeting at 7 pm. on February 7, 1989. We discussed the pros and cons and the NEW RECOMMENDATION [that Albion students be placed in co-educational facilities at Briarwood and Parkview Schools for January 1, 1990.]

WE ARE 100% AGAINST SUCH A MOVE!!!!!!

We stand firm in our recommendation that Albion boys be placed into Delta for ONE YEAR as a "school within a school" for Sept. 1989 to June 1990 as per our first letter to you. Even if a few programs are lost!

We DO NOT want integration at this time [Sept 1989].

We DO WANT ONE YEAR for our boys to adjust to their new surroundings and community. We need this time for our community to learn about us. This ONE YEAR gives everyone (educators, students from Delta, Briarwood, Parkview and Albion) time to make plans for the future.

Delta's floor plan has Albion scattered all over the school. Strange that when Delta was willing to share with the Separate School System the floor plan was much more evenly divided than it is for the vocational students. A little bias here?

We have been told Delta staff is not ready to handle our boys. We don't want them to, at least not for 1 year.

We feel everyone needs this 1 year to get to know one another. Our boys do not have leprosy, they have learning disabilities. The stigma of "trouble makers and no good" has to stop. The system created the STIGMA and the system must take steps to correct it.

We need to know where the SINGLE Co-Ed Facility is going to be. THAT IS THE SOLUTION TO THIS WHOLE PROBLEM! !!!NAME IT!!!

Hoping you come to a decision soon. We remain

Yours truly,

The Albion Parents Committee

*Pat Mazza*

Letter February 15, 1955

The Bill Thompson

First Billings Telephone Directory

Dear Sirs,

This letter and attached information should bring you up to date with the Billings Telephone Directory situation.

The Billings Telephone Directory Committee held a meeting on 2-10-55. We discussed the past and future of the Billings Telephone Directory. It was decided to place the Billings Telephone Directory in the hands of the Billings Telephone Directory Committee for January 1, 1956.

We will have another Billings Telephone Directory

in 1956. It is our intention to have the Billings Telephone Directory in 1956. It is our intention to have the Billings Telephone Directory in 1956. It is our intention to have the Billings Telephone Directory in 1956.

We do not want integration at this time (February 1955).

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Billings Telephone Directory Committee held a meeting on 2-10-55. We discussed the past and future of the Billings Telephone Directory. It was decided to place the Billings Telephone Directory in the hands of the Billings Telephone Directory Committee for January 1, 1956.

We have been told that there is no reason to handle the Billings Telephone Directory. We have been told that there is no reason to handle the Billings Telephone Directory.

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We have been told that there is no reason to handle the Billings Telephone Directory. We have been told that there is no reason to handle the Billings Telephone Directory.

Very truly,

The Billings Telephone Directory Committee

Billings Telephone Directory Committee



W26  
M32

MARCH, 1989

# DEVELOPMENT COMMITTEE

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON







I N D E X

DEVELOPMENT COMMITTEE

1989 03 02

ELEMENTARY/SECONDARY

PAGE

NEW BUSINESS:

1. Presentation by Area 1 Team re Compensatory Education,  
Inner-City Schools ..... 1

GENERAL

1. Report re: Update - Re-organization - Superintendents of  
Schools, Areas 4 and 5 ..... 7
2. Report of the Race Relations Committee ..... 9





MINUTES OF THE  
DEVELOPMENT COMMITTEE

1989 03 02

Present: Trustee B. Allen (Chairman); Trustees Barker, Deans, Kennedy, Korz, A. Stewart and Clarke.

Also

Present: Trustees Bishop, Hicks, Johnston, Mulholland, R. Stewart, and Van Horne.

Officials

Present: K. A. Rielly (Director of Education and Secretary)  
A. Stockwell (Associate Director of Education)  
P. Beveridge (Superintendent of Curriculum, Special and Educational Services)  
P. Shewfelt (Superintendent of Finance and Treasurer)  
J. Forrester (Superintendent of Schools - Area 1)  
F. Kelly (Superintendent of Schools - Area 2)  
R. Binns (Superintendent of Schools - Area 3)  
P. Gillie (Superintendent of Schools - Area 4)  
D. Rothwell (Superintendent of Schools - Area 5)  
G. Rappolt (Assistant Superintendent of Curriculum)  
S. Rogers (Assistant to the Secretary)

Mr. Allen called the meeting to order and asked for confirmation of the last regular meeting and special meeting.

Moved by Mr. Kennedy:

That the minutes of the last regular meeting and the special meeting of 1989 02 14 be approved as presented to the members.

CARRIED.

Mr. Allen asked for the Committee's indulgence in entertaining a recommendation that the Presentation by Area 1 Team re Compensatory Education, be the first item considered.

Moved by Mrs. Deans:

That the Presentation by the Area 1 Team re Compensatory Education be the first item of business.

CARRIED.

ELEMENTARY/SECONDARY

Presentation by Area 1 Team re Compensatory Education, Inner-City Schools Mr. Allen welcomed the Area 1 Team who were making the presentation: Barbara Howard, Area Supervisor - Trish Nanayakkara, Special Assignment Teacher - Pat Oertel and Cynthia Wilkinson, Psychological

REPORT OF THE

COMMISSIONER OF THE

LAND OFFICE

Presented to the House of Representatives  
in the year 1881

By the Commissioner of the Land Office,  
J. M. Smith

WASHINGTON:

Printed by the Government Printing Office,  
Washington, D. C.

For sale by the Government Printing Office,  
Washington, D. C.

Price, 10 cents

That the Commission of the Land Office  
has the honor to acknowledge the receipt of the  
report of the Commissioner of the Land Office

REPORT

of the Commission of the Land Office  
to the House of Representatives

for the year 1881

Presented to the House of Representatives  
in the year 1882

REPORT

OF THE

COMMISSIONER OF THE  
LAND OFFICE



Consultants - Monica Knott, Speech Pathologist and Margy Willett, Junior Consultant  
Mrs. Howard explained that these people are representative of the multi-disciplinary approach in the Area offices.

Ms. Nanayakkara explained that Compensatory Education is not new, as the 1960's E.N.O.C. programme attempted to address the educational needs of students located in the lower city. She gave an Historical Overview of the E.N.O.C. programme and the types of innovative highlights instituted at that time. Many have since become standard across the City. The presentation looks at the situation as it exists today in Area One which has five Compensatory Education schools. She explained the criteria of how a school is designated "compensatory" - a) performance b) ability c) one other criteria. (Copies of the overheads used in the presentation are attached)

Teachers in these schools were surveyed and their responses fell into five categories:

- 1) Personnel - Some teachers said being in a compensatory school is not their first choice of school, staff must work harder and that a lot of time is spent dealing with crisis situations
- 2) Attitude - Some teachers in non-compensatory schools felt "sorry" for teachers in compensatory schools, and felt learning and discipline problems overshadow curriculum.
- 3) Curriculum - must be simplified to meet deficits of the children - a lot of time spent pre-teaching prior to introducing curriculum - bright students left on their own due to ability - questioned whether an "A" compensatory student would also be an "A" student in a non-compensatory school.
- 4) Special Education - mainstreaming of exceptional children - many children not brought to be IPRC'd - requests for IPRC evaluation are not understood by parents or ignored - more learning resource help is needed.
- 5) Buildings - Tweedsmuir is an old building located on a very busy street with no playing field unless children are transported to a park. Three of the compensatory schools were built with the "open concept" which is not ideal for these particular children, e.g. poor ventilation.

The Area One team compared the Profile of Students versus the Image of the Ideal Learner in four areas:





- 1) Performance - Testing reveals that non-compensatory children work to their expected potential and compensatory children usually fall below their potential.
- 2) Language Development - When a child's vocabulary and use of language is limited, it is difficult to grasp an understanding of the concepts encountered in school. The child's language system causes delay throughout school and difficulty increases as the grade level advances.
- 3) Attitudes - Teachers try to encourage children to be self-directed, self-motivated problem solvers; unfortunately, many of these children come from home environments where parents place little or no value in education.

Teachers are required to take a hard and honest look at the world in which the child lives and adjust programs accordingly. It was felt that through high-quality classroom programs, it was possible to make a significant difference in a child's life, using early and sustained enrichment.

Mrs. Howard warned that the problems in compensatory education are going to continue; people and support will make the difference.

Mr. Allen thanked the Area One Team for their frank and honest review and evaluation.

Mr. Kennedy felt the Area Superintendent, as well as the teachers and Area One Team, should be recognized for their work in this project. It is good to know that teachers are concerned about these children as they do not have any articulate representative at the Board. He hoped attitudes towards compensatory teachers will change to view them as special individuals.

Mrs. Deans also expressed concern about the attitudes toward compensatory teachers. She asked if children from lower-economic areas benefited from nursery schools or day cares centres.

It was explained that day care situations cannot change the years of home experience and that any gains that take place are lost if stimulation is not maintained.

Mrs. Van Horne commended everyone involved in the presentation and its preparation. She asked for clarification regarding mobility.

1. The following is a list of the names of the persons who have been appointed to the various committees of the Board of Directors of the United States Steel Corporation, for the year ending December 31, 1911.

2. The following is a list of the names of the persons who have been appointed to the various committees of the Board of Directors of the United States Steel Corporation, for the year ending December 31, 1911.

3. The following is a list of the names of the persons who have been appointed to the various committees of the Board of Directors of the United States Steel Corporation, for the year ending December 31, 1911.

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8. The following is a list of the names of the persons who have been appointed to the various committees of the Board of Directors of the United States Steel Corporation, for the year ending December 31, 1911.

9. The following is a list of the names of the persons who have been appointed to the various committees of the Board of Directors of the United States Steel Corporation, for the year ending December 31, 1911.



Ms. Nanayakkara explained that children move from school to school and this is a factor considered for compensatory designations. She further explained that the survey was done within Area One to highlight concerns in that area.

Mrs. Van Horne asked for clarification regarding LRT's vs Reading Assistants and her concern that students who may require assistance were not being identified.

Ms. Nanayakkara noted that LRT's work with students other than those identified by the IPRC process. A Reading Assistant's major goal was reading, whereas a LRT can work with any academic subject.

Mrs. Bishop added that in compensatory schools there will be one self-contained Special Education classroom and it will be a resource to the rest of the school.

Mrs. Van Horne asked about the relationship with the School Social Workers. She commented it was a credit to the compensatory program that so many were in the audience lending their support tonight.

It was explained that the Social Worker was seen as very valuable and takes over some of the emotional burden teachers try to carry. Further, they have access to childrens' parents and home life. Good co-operation exists between teachers and Social Workers.

Mrs. Barker commended the team on their excellent presentation. She inquired if the SK teachers would correct poor grammar patterns.

Ms. Knott explained that teachers consistently correct language patterns, but as a child is only in SK classes for half a day the correction is often minimized as the child spends more time in an environment that may not support learning correct grammar. Kindergarten teachers are very good about providing situations that use proper grammar. She further explained that the child receives positive reinforcement when the correct grammar is used.

Mrs. Stewart asked regarding Dr. Offord's Ontario Child Health Study.

The following information was obtained from the records of the Department of the Interior, Bureau of Land Management, regarding the land owned by the United States in the State of California.

The land owned by the United States in the State of California is divided into three classes: (1) land reserved for the use of the United States, (2) land reserved for the use of the State of California, and (3) land reserved for the use of the people of the State of California.

The land reserved for the use of the United States is divided into two classes: (1) land reserved for the use of the United States, and (2) land reserved for the use of the State of California.

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Mr. Beveridge explained that it is a large study which looked at 32,000 children across the province with fairly severe emotional problems. The second phase will look at ways to provide intervention for these children. He pointed out that this Study involves more than the Compensatory Education schools.

Dr. Johnston felt the support tonight indicated great hope for the future of compensatory students. He emphasized the need for more and better day care through the north end. He felt language was very important as a child cannot write tests or communicate without language skills. He wondered if more emphasis should be placed on summer programs to help these children maintain such skills.

Mrs. Barker noted there was such a program called "Summer Skills" that emphasizes Maths and English, which is available to children from this Board and other Boards. Mrs. Howard added that the Board does have summer programs, but they are focussed on the Grades 6 - 9 students, rather than younger children in the junior and primary divisions.

Mrs. Bishop added her congratulations and was pleased that the potential of the students was stressed. She emphasized that parental involvement was also crucial to success.

Mr. Hicks asked for the impact of reorganization and decentralization on this program, then commented on the excellence of the presentation.

Mrs. Howard pointed out that the multi-disciplinary team working together on this project was indicative of the effect of decentralization. It has enabled everyone to understand problems from different angles and she felt everyone has benefited greatly from the experience.

Mrs. Deans expressed awareness of the attitude of some parents towards education and felt it must be frustrating for the teacher to attempt to assist a child with little or no support from his/her parents. She hoped the recommendations will help teachers prevent burn-out and she suggested that teachers throughout the system should be moved in and out of compensatory schools.





Mrs. Clarke noted Area 1 has schools other than compensatory and inquired if there was difficulty in getting volunteer assistance.

Mrs. Howard agreed that compensatory schools have difficulty in attracting volunteers. Ms. Nanayakkara noted further that the disappearance of the Teacher's Assistants in compensatory schools is one of the concerns raised by teachers.

Mr. Mulholland stressed the Board's continued support of compensatory education and that the solution to many of the concerns was money. He noted that until the provincial government makes education a priority in the province, some children will do without the education to which they are entitled.

Mr. Stewart was concerned with the numbers of students that should be IPR'd, according to the teachers' perceptions. He hoped the Board could find the funding regardless of the provincial stand.

Mr. Allen asked if the principals were involved in the surveys and it was explained that the survey was designed for teacher input. Principals were involved in the original draft of questions and in the follow-up of the teachers concerns. Area 2 is expected to conduct a survey as well.

Mr. Allen thanked the Area 1 Team, principals, teachers and Superintendent Forrester for the presentation tonight.

It was agreed:

That the presentation by the Area 1 Team re Compensatory Education, Inner-City Schools, be received for information.

#### GENERAL

Moved by Mr. Korz:

That the Report of the Race Relations Committee be addressed as the next item of business.

Mr. Korz explained that he was making this motion out of consideration to members of the community who came due to an interest in this report.





Mr. Allen felt there were more members of staff here for the Area 4 and 5 presentation and asked the Committee to decide.

The motion was put to a vote and was LOST.

Mr. Allen apologized to any members of the community who were affected by this decision.

Mr. Korz pointed out that many of the people had already left due to the length of the first presentation.

Report re: Update -  
Re-organization -  
Superintendents of Schools,  
Areas 4 and 5

Mr. Rothwell explained that Areas 4 and 5 Supervisors, Ray Irvine and Bruce Mair, would present this update.

Messrs Irvine and Mair introduced the members of the Areas' resource teams in the audience and reviewed the report for the Committee.

Both expressed concern regarding future accommodation due to the amount of housing development on the southern perimeter of the mountain.

At present a school is being built in Block 79 and it is expected another will be required in Block 87.

Both emphasized the positive impact of decentralization and the improved communications between teachers, the area offices and the Education Centre.

Mrs. Bishop requested further information from the Area 4 and 5 Special Assignment teachers.

Ms. Bowman explained that she is working with secondary schools to ascertain needs and priorities in curriculum. She has interviewed 100 teachers and a report will be presented to the schools. Further she has sat on Area 5 Professional Development Committees.

Ms. Yarwood explained she works with LRT's and program modification. She had established a newsletter and has since progressed to meetings in order to problem solve and share information. If there is a common area of concern, she will try to arrange appropriate in-service. She remarked on the benefits of decentralization.





Mr. Hicks appreciated the positive comments regarding decentralization as he knew there were concerns that decentralization would lead to "small" empires. He asked how information is shared between Areas, such as 4 and 5 on the mountain, and the Areas below the mountain.

Mr. Mair replied that Area Supervisors decided there was a need to develop a network to share information. To this end, Area Supervisors attended a Senior Leadership Program in Niagara Falls. He pointed out the benefits of Areas 4 and 5 Supervisors being in the same building, which enhanced the ability to confer immediately with another person on a mutual concern. All Area Supervisors now meet bi-weekly. He commented that people are remarking on the availability of the Superintendent, Supervisor and Resource Team to the schools and it is a definite benefit arising out of decentralization.

Mrs. Clarke also commented on Plant Foremen within schools who have noticed improved response time to their requests for assistance.

Mr. Kennedy was pleased to hear the benefits arising out of decentralization. He referred to the compensatory presentation and asked if any similar "pockets" had been recognized on the mountain.

Mr. Mair felt that Seneca has some of the problems as in Centennial, etc. He noted that stress affects adults in the upper city as well as lower city.

Mrs. Deans credited part of the success for decentralization to the Superintendents and Supervisors in Areas 4 and 5. She agreed accommodation is the biggest problem for the future and asked if any shift in student population had been noticed with the numbers of houses selling recently.

Mr. Mair was not aware of a radical change in student population. It is expected there will be a large impact after the Wellington Chase development is finished.

Mrs. Deans pointed out that a large retirement area is set aside near St. Elizabeth Village and this would be a large area with no student population.





Mrs. Van Horne was very pleased to hear of the very positive results of decentralization in as much as she had Chaired the Board through its implementation.

Mr. Allen thanked Mr. Mair and Mr. Irvine, Superintendents Gillie and Rothwell and the Area 4 and 5 staff.

It was agreed that the Report re: Update - Re-organization - Superintendents of Schools, Areas 4 and 5, be received for information.

Report of the Race  
Relations Committee

Moved by Mrs. Clarke:

That the Report of the Race Relations Committee be approved as follows:

a) That a statement be prepared for public dissemination regarding the position of the Ministry of Education and the Hamilton Board of Education in regards to Opening Exercises.

b) That the Hamilton Board of Education make a submission to the Watson Inquiry regarding Religious Education in Ontario Schools.

Mr. Allen again apologized for the delay in addressing this item.

Moved by Mr. Korz:

Be it resolved that the opening exercises of elementary schools (from Kindergarten to Grade 8) within the jurisdiction of the Hamilton Board of Education include each day: 1) The Lord's Prayer, by virtue of its place in the tradition of Canada, and of its multi-religious roots and non-sectarian wording, and 2) at least one other reading that imparts moral, social, or spiritual values.

Mr. Korz requested a recorded vote on his motion at the proper time.

Mr. Hicks asked for clarification about the two recommendations of the Race Relations Report, and questioned whether this new motion complimented or was in opposition to them.

Mr. Hicks also asked if Mr. Korz' motion would become recommendation a), or would it follow the recommendations and become c). Further, he requested clarification about the procedure for accepting such a motion at the standing committee rather than the ad hoc committee level.





Mrs. Van Horne's concern was one of a procedural nature. She believed the motion is in contravention of legislation and, therefore, is an illegal motion. She quoted from Rule 31, page 6 of the Rules and Regulations and respectfully requested the Chairman to make a ruling.

Mr. Rielly stated that there was no question in his mind that the matter before us was not within our power to change; it is the law and we are following the law.

Mr. Allen asked Mr. Korz if there was any further clarification he would like to add.

Mr. Korz stated it was difficult to explain without reading his presentation on the matter. As briefly as possible, he stated there was a clear directive from the Ministry that readings from any one religion may not be used exclusively. He maintained the Lord's Prayer is a universal prayer and is not based on one religion.

Mr. Rielly emphasized that trustees have received information from the Ministry through Memo 108 which specifically refers to the Lord's Prayer. The Lord's Prayer may be read as a religious reading but may not be recited.

Mr. Allen then ruled that it is not within the jurisdiction of the Committee to accept and debate this motion. He offered his regrets that the motion would not be accepted.

Mr. Stewart challenged the Chair on this ruling.

The challenge was put to a vote and was LOST.

Mr. Korz stated he was eager to have trustees read his comments regarding the Lord's Prayer and would like to circulate copies of his remarks to them.

Mr. Allen stated he would welcome the document.

Mr. Hicks questioned this procedure and Mr. Allen explained that he had accepted Mr. Korz' offer on his own behalf only.

Mrs. Van Horne asked for clarification regarding the procedure that would be taken with recommendation b).

Mr. Rielly explained that at the Race Relations Committee later this month the officials would present an agenda to address concerns within the mandate of the Watson Inquiry. It is up to the





Committee to formulate what is to be included in the report which would then come back to the Development Committee for approval.

Mr. Stewart asked if the Race Relations Committee would be responsible for the statement mentioned in recommendation a).

Mr. Rielly explained that schools had received Ministry information including memo 108 and Mr. Stockwell has prepared a statement of further clarification to the schools. In addition, Dr. Johnston asked that a public statement be made to inform the community. He referred to minutes from that meeting.

Dr. Johnston stated that the Race Relations Committee felt the regulations set by the Ministry were not known to large segments of the community. The Race Relations Committee gave permission to officials to bring statements together and disseminate the information among school principals. This was to be done without coming back to the Race Relations Committee. It is simply facts that will be given to the schools.

Mrs. Deans inquired if the Board was going to take a stand for or against Religious Education in the schools and whether the trustees or Race Relations Committee would make this decision.

Dr. Johnston stated the Board would make any decision. The Race Relations Committee is only asking for permission to make a submission.

The motion was then put to a vote and was CARRIED.

The meeting then adjourned.

Read and confirmed,

.....  
Chairman





**COMPENSATORY  
EDUCATION**





## Schools Involved

- 1) **Bennetto**
- 2) **Centennial**
- 3) **Dr. Davey**
- 4) **Hess Street**
- 5) **Tweedsmuir**





## Area One Emphasis

# Criteria for Designation

**1) Performance**

**2) Ability**

**3) Other**





# Area One Emphasis

- 1) To examine the potential of the children in our 5 schools?**
- 2) Are the children being challenged to their full potential?**
- 3) How can we improve the educational opportunities for the children through the programs offered in our schools?**



# Historical Overview

## **E.N.O.C. (Educational Needs of the Older City)**

### Highlights (1965)

- 1) 5 junior schools with one coordinator
- 2) Junior Kindergarten
- 3) Strong teachers committed to helping disadvantaged children
- 4) Extra money for trips
- 5) Extra money for running clubs
- 6) Camping program
- 7) Reading Assistants/Read to Me Program
- 8) Smaller class size
- 9) General Aide
- 10) Strong commitment to building a positive self image





## Survey Concerns

# **PRESENT SITUATION**

1) Personnel

2) Administration

3) Curriculum

4) Special Education

5) Buildings





# Survey Concerns

- 1) Personnel**
- 2) Attitude**
- 3) Curriculum**
- 4) Special Education**
- 5) Buildings**



# **Profile of the Students**

# **Image of the Ideal Learner**

(Goals of Education  
in Ontario)





## PROFILE

### I. Performance

- 1) A wide range of ability and achievement within each class with greater concentration at lower end
- 2) Scores on standardized IQ tests may be lower than actual potential
- 3) Reading and Math scores are lower than expected for actual ability and age
- 4) Less stimulating environment
- 5) Less parental support for academic achievement

## IMAGE

### I. Performance

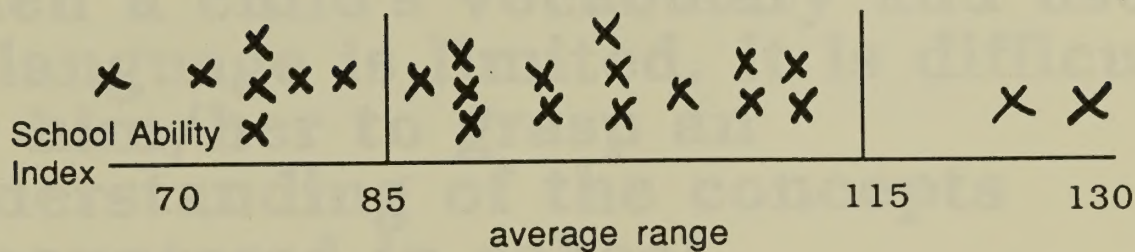
To be responsive to the dynamic process of learning.



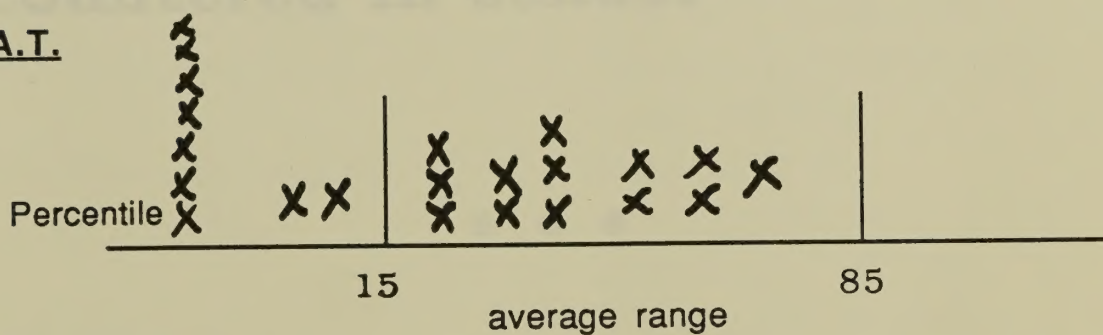


# Otis-Lennon School Ability Test & Canadian Achievement Test Scores

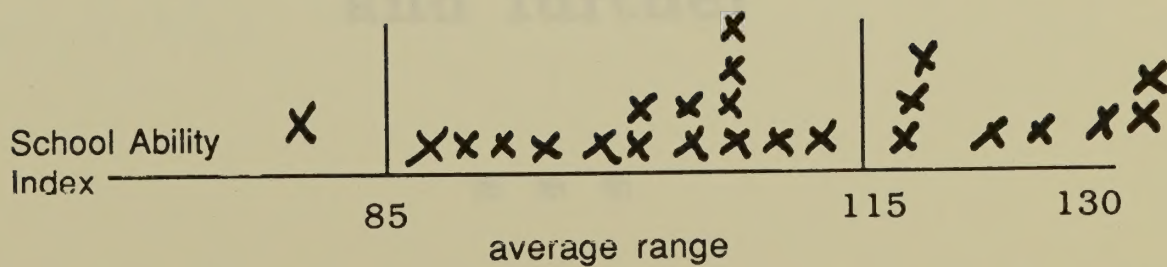
## Ⓐ Otis-Lennon



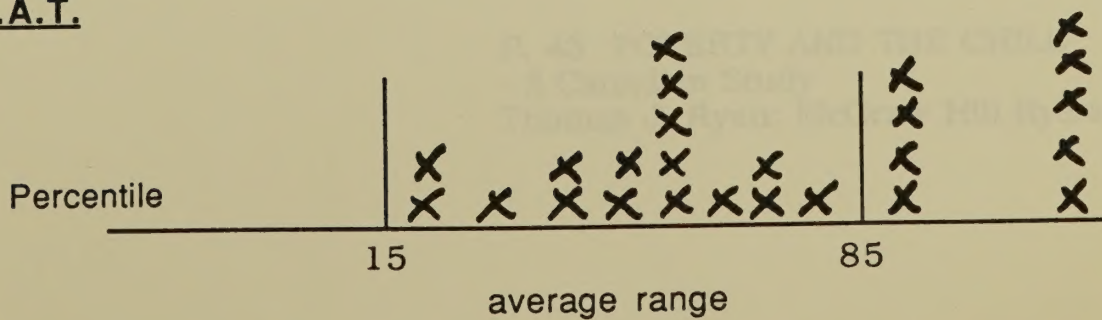
## Ⓐ C.A.T.



## Ⓑ Otis-Lennon



## Ⓑ C.A.T.





**When a child's vocabulary and use of language is limited, it is difficult for him/her to grasp an understanding of the concepts encountered in school**

\* \* \*

**The result is a  
CUMULATIVE DEFICIT  
- i.e. the child falls behind further  
and further**

\* \* \*

P. 43 POVERTY AND THE CHILD  
- A Canadian Study  
Thomas J. Ryan; McGraw Hill Ryerson





## PROFILE

### II. Language Development

- 1) Different use of language
- 2) Different word knowledge
- 3) Different language production
- 4) Different language reception

## IMAGE

### II. Language Development

To develop the basic knowledge and skills needed to comprehend and express ideas through words and numbers.





## PROFILE

### III. Attitude

- 1) Different educational and occupational aspirations
- 2) Some parents remember school as a liability
- 3) Some parents and children view school as a custodial place rather than a place for goals and objectives to be reached
- 4) Children are in culture shock by the material surroundings of the school

## IMAGE

### III. Attitude

- 1) To have a feeling of self worth
- 2) To gain an understanding of the role of the individual within the family and the role of the individual within the society.



## PROFILE

### IV. Well Being

- 1) Lower birth weight
- 2) Poorer pre and post natal nutrition
- 3) Poorer skill development - walking, running, skipping, climbing

## IMAGE

### IV. Well Being

- 1) To strive for physical fitness and good health.





**"Without the STRONG LEADERSHIP of  
a Superintendent of Schools who  
conceives of the development of a  
MASTER PLAN for  
CLOSING THE ACHIEVEMENT GAP  
as having a very  
HIGH PRIORITY and COMMUNICATES  
this commitment through his/her actions  
TO ALL THOSE PERSONS  
who must be involved in its design  
and implementation, either no  
master plan will be developed or  
what planning is done is going to  
be inadequate."**

PASSOW, A. Harry; "Closing the Achievement Gap  
between Educationally Disadvantaged and Other  
Populations"  
- January, 1987





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APRIL 1989

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GOVERNMENT DOCUMENTS

# DEVELOPMENT COMMITTEE

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON





I N D E X

DEVELOPMENT COMMITTEE

1989 04 06

GENERAL

NEW BUSINESS:

PAGE

1. Updates - Re-organization
  - a) Report of Superintendent of Schools - Area 3 ..... 1
  - b) Report of Superintendent of Human Resources ..... 4
2. Report of the Race Relations Committee ..... 6





MINUTES OF THE  
DEVELOPMENT COMMITTEE

1989 04 06

Present: Mr. P. Kennedy (Chairman Pro-Tem); Trustees Barker, Korz,  
A. Stewart and Clarke.

Not

Present: Trustees Allen and Deans.

Also

Present: Trustees Bishop, Detwiler, Hicks, Johnston, Mulholland, Penner,  
Rogers, and R. Stewart.

Officials

Present: K. A. Rielly, Director of Education and Secretary  
A. Stockwell, Associate Director of Education  
P. Shewfelt, Superintendent of Finance and Treasurer  
F. Kelly, Superintendent of Schools, Area 2  
R. Binns, Superintendent of Schools, Area 3  
P. Gillie, Superintendent of Schools, Area 4  
R. Lavoie, Superintendent of Schools - French as a First Language  
B. Sinclair, Superintendent of Human Resources  
R. Kawai, Superintendent, Information Management Services  
G. Rappolt, Assistant Superintendent of Curriculum  
J. Yurkiw, Assistant Superintendent of Special Services  
R. Kennedy, Assistant Superintendent, Staffing

Mr. Rielly called for nominations for Chairman Pro-Tem.

Moved by Mrs. Clarke:

That Mr. Kennedy be appointed Chairman Pro-Tem.

CARRIED.

Mr. Kennedy called for confirmation of the minutes of the last meeting.

Moved by Canon Rogers:

That the minutes of the last meeting be approved  
as presented to the members.

CARRIED.

GENERAL

NEW BUSINESS:

Updates - Re-organization

Report of Superintendent Mr. Rielly stated the reports tonight were part





of Schools - Area 3

of the on-going process to update Trustees on progress under Re-organization. He introduced Mr. R. Binns, Superintendent of Schools - Area 3.

Mr. Binns stated that the presentation tonight would focus on one school and its innovative program, special people and special children.

Mr. Scott was pleased to share with the Development Committee, the innovative program and the implications for the school staff, and the Area 3 resource team. The group making the presentation included: A. Scott - Area Supervisor, D. Trimble - Principal of Woodward School, C. Vickruck - Teacher, B. Coombs - Primary Consultant, and L. Belisario - Speech Pathologist. Dr. B. Casie represented the Ontario Institute for Studies in Education (O.I.S.E.), Niagara Centre.

Mr. Trimble explained, with the aid of an overhead projector, the history of the changes that have taken place in the programming at Woodward School. The attached booklet was later circulated to the Trustees.

He then reviewed the Vision and Mission Statement and the Goals and stated that any decisions made at Woodward School are based on student needs.

The result of the changes at Woodward include: a daily assembly, children placed in family groups with a family teacher which they maintain throughout their stay at Woodward, and program is administered through a mini-rotary system.

Mr. Scott noted these changes had tremendous implications for students, teachers and the resource team. Connie Vickruck, Betty Coombs, and Liz Belisario each spoke on how the changes at Woodward affected their interaction with the children in their roles as Teacher, Primary Consultant and Speech Pathologist. Dr. Bruce Casie of the Ontario Institute for Studies in Education, Niagara Centre has been involved with this program since September, 1988 and is preparing a scripted video of Woodward School and a descriptive study of Woodward in a book entitled "The Woodward Way".

Mr. Scott thanked the Development Committee for the opportunity to share the changes at Woodward and looked forward to sharing the video and book when they are completed.

Miss Detwiler had reservations about young children on a rotary system, but stated she found





the presentation very enlightening. She welcomed the chance to visit Woodward.

Dr. Johnston was most impressed by the quality of research implied by the presentation and how well it was communicated. He had a concern as to how children can manage such a long day. Dr. Johnston anticipates asking the rest of his questions during his visit to Woodward School. He felt the changes in Woodward can be emulated in other areas.

Mrs. Bishop offered her congratulations to the staff and area team. She liked many aspects of this program change: involvement of parents, the assembly, emphasis on speaking and listening skills, and that these changes are being documented. She encouraged careful documentation and anticipated visiting soon. She asked if the size of the school is an important factor?

Mr. Scott noted the school held 234 students, but felt the philosophy could be compatible to larger numbers.

Mrs. Bishop referred to the expectations of teachers, and principals but noted there were no expectations of the students mentioned. She felt this was important to identify, in order to see whether these expectations do occur. She thanked them for an exciting presentation and she enjoyed hearing about innovation in our system.

Ms. Stewart offered her congratulations and had questions regarding the family groups. She applauded their innovative actions.

Mrs. Barker added her congratulations. She is interested in the rotary of the primary grades and will visit the school. She asked how teachers adjusted to not having a home room of their own.

Connie Vickruck clarified that teachers have a classroom that is used as a home base for their family group.

In response to Mrs. Barker's question regarding parent/teacher nights, it was explained that the Family Teacher acts as a communicator between the parents and subject teacher. The Family Teacher is expected to have the answers to parents' questions. While the first year has been difficult, the benefit comes in the succeeding





years when the Family Teacher continues to act as a liaison for the same students.

Connie Vickruck added that if there are any particular concerns to be addressed the subject teacher would attend the meeting.

Mrs. Clarke noted that schools are staffed according to contract. She felt these changes enabled more flexibility and asked if this was correct.

Mr. Trimble explained Mr. Stockwell has assisted the staff, as all teachers, including itinerant staff, are full time in the school.

Mr. Hicks commented on the excellent program. He asked if there will be plans to track students after they leave Woodward?

Mr. Trimble replied that they are working with Mr. Clark at Hillcrest to plan some monitoring.

Mr. Kennedy thanked the presenters. He questioned the amount of time involved in implementing this program.

Mr. Trimble noted that they spent at least one noon hour a week between February to May and two noon hours per week from May to June. During the last two weeks of June, three meetings were held each week. The staff agreed to come back two days early in September and currently they meet once a week at noon and once after 4:00 p.m.

It was agreed:

That the Re-organization Update Report by the Superintendent of Schools - Area 3 be received for information.

Mrs. Bishop asked that presentation reports be handed out to Committee members prior to the presentation rather than at the end of the presentation.

Mr. Kennedy responded that Mr. Rielly will make note of her request.

#### Report of Superintendent Human Resources

Mr. Sinclair welcomed the opportunity to come before the Development Committee. He was accompanied by L. Sproule-Jones, Affirmative Action Co-ordinator and J. McCaughey, Consultant, Staff Development, whom he introduced, as well as members of the Human Resources Department in the

years when the first two sessions were held  
in 1960 and 1961.

These sessions were held in the same  
location as the first two sessions and the  
same people attended.

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same people attended.

The sessions were held in the same  
location as the first two sessions and the  
same people attended.

Page 2 of 2  
1960-1961



audience. The staff circulated a report to Committee members.

Mr. Sinclair explained that the Human Resources Department, as it exists today, is only seven months old. In September, many different units and services were unified under the Superintendent of Human Resources: Affirmative Action - Benefits, Salary & Records Administration - Collective Bargaining - Health and Safety - Pay Equity - Staffing - and Staff Development. Mr. Sinclair drew attention to the increased demands placed on this department, citing the large number of employees, increased number of collective bargaining units and the changes in employee attitudes/values towards training, staff development, and career counselling. Further, there has been a great deal of Legislation which requires consideration: The Human Rights Code, WHMIS, and Pay Equity, etc.

Mr. Sinclair is very pleased with the changes that have occurred in the past seven months and credited his staff. Mr. Sinclair reviewed the H.R.D. Services, Highlights in Planning and Initiatives. Mr. J. McCaughey reviewed the Staff Development presentation, while Ms. L. Sproule-Jones reviewed Affirmative Action for the members.

Mrs. Bishop referred to the great number of staff retiring in the next few years and stressed the need for staff forecasting. She enquired if the staff being requested in the budget review will be able to do the job forecasting for the system.

Ms. Sproule-Jones expects this particular task to be addressed through career counselling.

Mrs. Bishop stressed the need for a co-ordinated computerized system. Further she felt an improved working environment for the staff is necessary, with a room for confidentially discussing benefits, etc.

She has heard of alarming statistics regarding overtime by Human Resources' staff and asked if this were true.

Mr. Sinclair stated he was aware of staff taking work home or working overtime. Some of this may be to maintain their workload while some is a matter of putting in an extra effort. He agreed there was a tremendous pressure on "front line" employees dealing with the public, staff,





telephones and reception. He described these as the "heroes" in the system.

Mrs. Bishop noted the additional stress that will be placed on this department with the expected large turnover in staffing due to retirements. She is looking forward to seeing the Strategic Plan. She stressed the need for Trustees to carefully review requirements for Human Resources in the Budget process.

Mr. Kennedy thanked Mr. Sinclair, Ms. Sproule-Jones and Mr. McCaughey for their presentation at this meeting.

It was agreed:

That the Re-organization Update Report by the Superintendent of Human Resources be received for information.

Mrs. Bishop questioned if the roles of Area Supervisors under Re-organization would be addressed as their original job description was vague.

Mr. Rielly agreed with Mrs. Bishop, but noted that the role of Area Supervisor was still evolving. He stated that if the role is delineated by May or June, he would consider bringing it back to the Committee members.

Report of the Race  
Relations Committee

Moved by Dr. Johnston:

That the Report of the Race Relations Committee be accepted as presented to the members.

CARRIED.

The meeting then adjourned.

Read and confirmed,

.....  
Chairman



the "house" in the center.

The Bishop noted the additional reason that with the plan of this house and with the various large windows, in setting the house in the center, the house is facing the street and the house is facing the street.

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It is noted.

1989

JUNE, 1989

# DEVELOPMENT COMMITTEE

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GOVERNMENT DOCUMENTS

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON







MINUTES OF THE  
DEVELOPMENT COMMITTEE

1989 06 01

I N D E X

DEVELOPMENT COMMITTEE

1989 06 01

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

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NEW BUSINESS:

1. Report of the Race Relations Committee ..... 3
2. Short and Long Range Planning Priorities ..... 5

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1909

MINUTES OF THE

DEVELOPMENT COMMITTEE

1989 06 01

Present: Trustee Allen (Chairman); Trustees Barker, Deans, Kennedy, Korz, A. Stewart, and Clarke.

Also

Present: Trustees Baskin, Bishop, Cunningham, Desmarais, Detwiler, Hicks, Johnston, Lowe, Mulholland, Paquin, Rogers, R. Stewart and Van Horne.

Officials

Present: K. A. Rielly, Director of Education and Secretary  
A. Stockwell, Associate Director of Education  
B. Sinclair, Superintendent of Human Resources  
P. Shewfelt, Superintendent of Finance and Treasurer  
P. Beveridge, Superintendent of Curriculum, Special and Educational Services  
B. Orlando, Superintendent of Plant  
R. Kawai, Superintendent of Information Management Services  
J. Forrester, Superintendent of Schools - Area One  
F. Kelly, Superintendent of Schools - Area Two  
R. Binns, Superintendent of Schools - Area Three  
P. Gillie, Superintendent of Schools - Area Four  
D. Rothwell, Superintendent of Schools - Area Five  
R. Lavoie, Superintendent of Schools - French As a First Language  
G. Rappolt, Assistant Superintendent of Curriculum  
J. Yurkiw, Assistant Superintendent of Special Services  
J. Hill, Co-ordinator of Languages  
S. Rogers, Assistant to the Secretary

Mr. Allen called the meeting to order and asked for confirmation of the minutes of the last meeting.

Moved by Mr. Kennedy:

That the minutes of the 1989 05 04 meeting be approved as presented to the members.

CARRIED.

Mr. Allen asked for a consensus of the members regarding moving Item Two under New Business ahead of Item One.

Moved by Canon Rogers:

That the Agenda remain in the order as presented.

CARRIED.





GENERALBUSINESS ARISING OUT OF THE MINUTES:Update - Pilot Program  
in Native Languages  
Mohawk)

Ms. Rappolt introduced Mr. Hill who reviewed the report, noting that registration continues to be insufficient to warrant a program this September. This information has been discussed with W. Cooke, Spokesperson for the Native Community, who was disappointed but understands the reasons. Mr. Cooke was pleased that recommendations 2 and 3 were passed in May to provide for continuing discussion for possible programming implementation and a report to come back in January, 1990.

Miss Detwiler expressed her concern whether further work on this program should be continued, in light of the lack of interested persons.

Ms. Rappolt noted it was not their intent to reopen the type of program that we were looking at in primary and junior grades. They would like to maintain contact with the native community, continue dialogues and review the junior/primary program, especially in view of a Native Students' document about to come out.

Dr. Johnston stated his disappointment in the results as it was his understanding that there are between 5 - 15,000 native people in Hamilton. He was delighted the committee met with Mr. W. Cooke. He wondered if Mr. Cooke had been asked about the poor registration for the program.

Ms. Rappolt responded that both Mr. Cooke and other members of the native community were involved with the preparation of the questionnaire and it was felt everything possible was done to ensure every native and non-native family received this information. Mr. Cooke was genuinely disappointed with the lack of registrants.

Moved by Mrs. Bishop:

1) That due to an insufficient number of registrants the implementation of a pilot Native-as-a-Second Language Program (MOHAWK) be cancelled for September, 1989.

2) That the motion of May 4th, 1989, to create a broadly based planning team to re-examine possible starting grades and appropriate locations be confirmed;

3) That a report from the planning team be brought to the Development Committee of the Board in January, 1990.

SECRET

CONFIDENTIAL - SECURITY INFORMATION

CONFIDENTIAL - SECURITY INFORMATION  
EXCLUDED FROM AUTOMATIC DOWNGRADING AND DECLASSIFICATION

The purpose of this report is to provide information on the activities of the [redacted] in the [redacted] area. This information was obtained from a review of the [redacted] files and is being provided for your information. The [redacted] has been identified as a [redacted] and is being monitored for any further activity. The [redacted] has been identified as a [redacted] and is being monitored for any further activity. The [redacted] has been identified as a [redacted] and is being monitored for any further activity.

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Mrs. Bishop added her disappointment about the insufficient numbers of registrants, but was pleased the Board is prepared to commit itself to other ways of looking at this problem. She stressed the importance of this program to the native people not only for their language, but self-esteem. In discussion with Mr. Hill, she understood one problem was that there is no concentration of native students in any one area, and where there are some together, often there are already overcrowded schools in that area.

Mr. Hill agreed, noting that native students are spread throughout the grades, not just the primary/junior end. Further, it has been found that if the program cannot be approved in a particular location, families would find transportation difficult.

Mrs. Bishop referred to the fluidity of the community and suggested that innovative programs such as those available to gypsies in Europe be considered for the native community. She supported the motion and looks forward to new ways of addressing the situation.

Mr. Allen remarked that Mrs. Bishop's suggestion may be discussed in further talks with Mr. Cooke.

Canon Rogers noted that the other difficulty in setting a program for one native language is that the native community is made up of many different nations and languages, as is the world community.

The motion was then put to a vote and was CARRIED.

#### NEW BUSINESS:

#### Report of the Race Relations Committee

Moved by Canon Rogers:

That the Report on Religious Education in Schools be approved for submission to the Watson Inquiry.

Canon Rogers pointed out that this report has received study by curriculum staff, trustees and others; he further noted the limited time line available to forward this document to the Watson Inquiry.

Mrs. Van Horne asked if the Committee had given any thought to making suggestions as to who they wish to comprise this Task Force. She felt it needed to have a broad ranging, diverse make up.

Dr. Johnston felt the report would be strengthened with the inclusion of the words "broadly based".

The first thing I noticed when I stepped out of the car was the heat. It was a sticky, oppressive heat that seemed to wrap around me. I had heard that the weather in the South was terrible, but I didn't realize it would be this bad. The sun was beating down on me, and I could feel my skin starting to burn. I took a deep breath and tried to ignore the heat. I had to get used to it. I had to survive.

As I walked towards the house, I noticed a few people standing in the shade. They were looking at me with curiosity. I could tell they were wondering who I was and what I was doing there. I didn't want to draw attention to myself, but I couldn't help it. I was a stranger in a strange land, and I was alone.

I had heard that the people in the South were friendly, but I didn't know what to expect. I was nervous, but I also felt a little bit excited. I was going to see the real South, the real America. I was going to experience it all for myself. I was going to live it.

I had heard that the South was a beautiful place, but I didn't know what to expect. I was nervous, but I also felt a little bit excited. I was going to see the real South, the real America. I was going to experience it all for myself. I was going to live it.

I had heard that the South was a beautiful place, but I didn't know what to expect. I was nervous, but I also felt a little bit excited. I was going to see the real South, the real America. I was going to experience it all for myself. I was going to live it.

The house was just what I needed. It was a simple, one-story house with a white picket fence in front. It was perfect.

THE HOUSE  
WAS JUST  
WHAT I  
NEEDED.

I had heard that the South was a beautiful place, but I didn't know what to expect. I was nervous, but I also felt a little bit excited. I was going to see the real South, the real America. I was going to experience it all for myself. I was going to live it.

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Canon Rogers, who made the motion, agreed to the change of wording in the report.

Trustees Detwiler and Allen praised the committee involved in producing this well written and sensitive report.

Miss Detwiler inquired as to who was on the sub-committee and Mr. Rielly stated that Dr. Johnston drafted the initial framework of the document, but that A. Stockwell, G. Rappolt, Canon Rogers and Archbishop Bothwell and himself were involved.

Mrs. Baskin stated this was a fine report and related that no attempt is made at Teachers' College to acquaint students with other denominations, hence stereo-typing continues. She added her appreciation for the contributions of Dr. Johnston and Canon Rogers to this document.

Mrs. Deans and Mr. Korz were in support of the report, but Mr. Korz noted that it was unfortunate that we do not necessarily teach by example within programs and schools.

The motion was put to a vote and was CARRIED.

Dr. Johnston stated that he had shared the Committee's preliminary report with Dr. Watson, who was very impressed. Dr. Watson has advertised in local newspapers inviting groups in the city to make a verbal presentation of their report.

Moved by Dr. Johnston:

That the Board of Education for the City of Hamilton request permission from the Watson Inquiry to make a verbal presentation.

Dr. Johnston would like to have the highlights of this report emphasized by the media through a verbal presentation. He noted that Board members are well aware of the contents of the document, but the community is not.

Mrs. Baskin added her support to Dr. Johnston's motion.

In response to Mrs. Van Horne's question regarding the presentation of the report, Dr. Johnston replied that he had asked Dr. Watson why the City of Hamilton was not chosen by the Inquiry as a place to hear presentations. Dr. Watson explained that the choice of towns was based on the number of responses received in each area. He



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added that Dr. Watson had not received one reply from Hamilton.

Mrs. Deans supported a verbal presentation and suggested that Dr. Johnston be included as a member in the presentation.

Mr. Kennedy expressed concerns regarding the lateness of the submission, but Canon Rogers explained that due to the sensitivity of the topic, concern for the feelings of this society precluded a speedy report.

The motion was then put to a vote and was CARRIED.

#### Short and Long Range Planning Priorities

Mr. Rielly stated his appreciation for the opportunity to discuss the Planning document for the coming years. He noted that last year the Framework for Planning document was accepted by Trustees and directed throughout the system; he was very pleased the Trustees accepted the new direction of decentralization and staff involvement in decision-making.

He explained that the System Planning Document contains a planning model to be used system-wide to provide a common direction. These groups will be given time and help with planning and leadership. Mr. Rielly emphasized that the leadership provided by the Superintendents and Supervisors, centrally and in schools, has been exemplary. He drew attention to the Beliefs, Vision and Mission Statement and the seven priorities chosen by the Trustees. He further said the emphasis has remained on what is most important - the student in the classroom. He believes that based on a strong corporate culture, we will be able to carry through the planning process at all levels to produce effective programming and effective schools. He stated that as Director, nothing is more important than quality programming in the schools and he hopes strategic planning would produce quality programs through Team Building, Effective Service and Individual Growth & Organizational Effectiveness.

Mr. Rielly stated that Ms. Rappolt and Mr. Shewfelt would present an overview of planning within their departments to give the Trustees a better understanding of the use of this document by Central Superintendents before the committee splits up into discussion groups with Superintendents of Schools for an hour.

Ms. Rappolt described their investigation into programming for 11 - 14 year old students. She noted the similarity between their idea of quality education and the speech from the throne. The question is how to create focussed, cohesive planning to help school principals from schools of diverse size and







neighbourhoods and ensure equitable quality programming. The traditional method of long range programming is no longer effective in a diverse society.

It is her belief that there are three areas to be worked on: team building at all levels, individual growth and effective service.

Mr. Shewfelt referred to the 1988-89 System Directions of planning, communication and decision-making as the basis for three parallel sets of meetings involving the Finance Department. Mr. Shewfelt represents the Finance Department in Senior Management meetings, and conveys information to the Controller and Managers within his department. The third set of meetings were those between the Controller and Managers with department staff, in which information from Senior Management meetings were relayed to employees and, in turn, information would be relayed back through the Controller and Managers to Mr. Shewfelt and Senior Management.

Mr. Shewfelt noted the five goals set by his staff as:

- a) roles and responsibilities
- b) communication to promote understanding
- c) information assistance
- d) decision making
- e) staff relations, relating to work environment and support of staff

Following the hour's break to allow discussion of the System Planning Document with trustees and Superintendents of Schools, the Committee reconvened in the Board Room.

Mr. Rielly hoped the discussions had been of value to the Trustees. He said he would like to continue the process started last year and noted there was still a great deal to be done especially in the area of integration between the schools, Education Centre departments and Area Teams.

Moved by Mrs. Van Horne:

That the "System Planning Document" be adopted as a framework, to enable schools, areas, departments, senior administration and trustees to proceed with their three year plans (1989 - 1992).

Mrs. Van Horne stated she was amazed at the amount of work that had been accomplished in a short period of time. She referred to concerns about the impact of Re-organization on the child in the class, and she believed that children were already benefiting under Re-Organization and would continue to do so.





Ms. Stewart spoke in support of the motion and suggested that the following word changes to the document be considered:

- a) Page 12, Mission Statement: Remove "enjoy" and replace with "find fulfillment".
- b) Page 16, Goal: Change wording to include "children and adults", schools, areas, departments, and for the system.
- c) Page 22, Effective Service, Goal: Change wording to read: To provide service that "enriches the educational outcome" by impacting ...
- d) Page 23, Objectives, iii): Change wording to read: so as to market the services available.
- e) Page 26, Objectives, iv): Add the words: "interpersonal and physical"

Mr. Korz asked if this is the time for trustee input and decisions and Mr. Allan stated it was not the time for decision, but time for input and discussion as to the report and that this information will go back to the Director; this is the intent of the motion on the floor.

Several members questioned the choice of word changes but Ms. Stewart assured them she was not making formal recommendations, but suggestions to bring to the officials for consideration.

Mr. Stewart asked if members want these changes made, should they defeat the motion on the floor?

Mr. Allen explained that these were suggestions that would go back to the staff for fine tuning and more discussion.

Mr. Stewart noted the motion says "to adopt" and that would mean using the document as it stands.

Mr. Allen stated he saw the System Planning Document as a framework rather than policy.

Mrs. Van Horne emphasized the importance of the members' support for the intent and content of the document rather than the wording.

Mr. Hicks had expected more of an information session on the document than simply a discussion.

Mr. Rielly explained that a similar document had been presented last year and officials are doing the same again now, in context with good planning, to take to the schools and departments to identify major issues, goals and objectives. Officials are looking for trustee approval.





The motion was then put to a vote and was CARRIED.

Mr. Rielly thanked trustees on behalf of senior management and stated the suggestions would be considered. He hopes to continue in this process, which involves team work and involves trustees in decision making.

The meeting then adjourned.

Read and confirmed,

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Chairman

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JULY, 1989

# DEVELOPMENT COMMITTEE

URBAN MUNICIPAL

JUL 21 1989

GOVERNMENT DOCUMENTS

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON





I N D E X

DEVELOPMENT COMMITTEE

1989 07 06

GENERAL

BUSINESS ARISING OUT OF THE MINUTES: PAGE

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| 2. Progress Report re I.B.M. Microcomputer Music Proposal ... | 6 |
| 3. Progress Report, Outdoor Education .....                   | 7 |
| 4. Summer Adjournment .....                                   | 9 |

NEW BUSINESS:

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| 2. Proposal for a Literacy Centre ..... | 9 |



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ARCHIVES  
COLLECTION

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MINUTES OF THE  
DEVELOPMENT COMMITTEE

1989 07 06

Present: Trustee B. Allen (Chairman); Trustees Barker, Deans, Kennedy, Korz, A. Stewart and Clarke.

Also

Present: Trustees Bishop, Cunningham, Detwiler and Rogers.

Officials

Present: K. A. Rielly, Director of Education and Secretary  
A. Stockwell, Associate Director of Education  
P. Beveridge, Superintendent of Curriculum, Special and Educational Services  
P. Shewfelt, Superintendent of Finance and Treasurer  
R. Kawai, Superintendent of Information Management Services  
R. Binns, Superintendent of Schools - Area 3  
D. Rothwell, Superintendent of Schools - Area 5  
G. Rappolt, Assistant Superintendent of Curriculum  
J. Yurkiw, Assistant Superintendent of Special Services

Mr. Allen called the meeting to order and asked for confirmation of the minutes of the last meeting.

Moved by Mr. Kennedy:

That the minutes of the last meeting be approved as presented to the members.

CARRIED.

Mrs. Bishop referred to the System Planning document discussed at the last meeting and, in particular, the changes that were suggested for consideration. She noted that at the Director's Breakfast these changes had not been included, specifically the addition of the words "interpersonal and physical" on Page 26, Objective, iv). She stated she was opposed to these changes not being made. She also referred to the wording of the Effective Service Goal, "to provide service that adds value to the educational process", and stated that she felt education must have a goal.

Mr. Rielly appreciated the concerns raised by Mrs. Bishop and stated he would look at them this week.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

Progress Report,  
Westmount 1990

Mr. Rothwell introduced Ms. A. Robertson, Principal, and Mr. Scott Swanston, Teacher. Ms. Robertson reviewed the report and detailed the projects underway with each of their three partners, Mohawk College, Brock University and the Ministry of Education. The aim of the Mohawk College project is to assist students in the transition





between secondary school and college/university. The post-graduate Department of Brock University's Faculty of Education will provide consultative services and have agreed to promote the use of Westmount for research projects. Further, Westmount has been selected as a Teacher Training Center and 20-25 students will be housed at Westmount.

Ms. Robertson clarified for Mr. Korz that the money from the Ministry would be used to hire the two technicians for one year, in-service school staff and for some operational expenses. She further explained that the recommendation was included in the report as money was involved although the program represents no cost to the Board.

In response to Mr. Korz' question, Ms. Robertson stated that six or seven students have had reservations about the learning environment during Westmount 1990, and she has arranged transfers as requested.

With regards to "assured entrance" Ms. Robertson explained that this would only apply to Mohawk College and not Brock University. For identified students at Westmount who take specific courses and receive good marks, Mohawk College would be willing to provide assured entrance as encouragement to these students.

Mr. Korz questioned if this was an equitable arrangement for other high schools and expressed his concern that students might transfer to Westmount as they would see it as an easy opportunity to gain admission to Mohawk.

Ms. Robertson assured him that the pilot project would involve only 1 or 2 students in order to evaluate the advantages. She did not anticipate students switching to Westmount as it would not be a well-known project. She further explained that the procedure for identifying these students has not been established as this pilot is in the discussion stage.

Mr. Rielly stated that he is on a Provincial Committee set up by the Deputy Minister, along with two Presidents of Colleges and two Directors of Education, to study articulation. He expects similar pilots to be set up in several colleges and secondary schools in the Province, but all the details have not been worked out. This is very much at the initial stage of development, and he found the proposed arrangement interesting.

Following a recommendation to the Ministry from this Provincial Committee, action could take place this Fall. Mr. Rielly expressed his willingness to bring forward

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the opportunity to practice teach at another location during the second semester. They would remain, in either case, at Westmount for course work and involvement with the department.

Ms. Stewart spoke in favour of the motion and described Westmount 1990 as a wonderful prototype program. She felt there was a need to interest elementary or middle school students in technological studies, girls in particular.

In response to a question regarding a proposed Teachers' College, Ms. Robertson stated there is no Faculty of Education to be located at McMaster. Mr. Rielly and Mr. Stockwell also added they had no concrete information in this respect.

Ms. Barker noted there has been discussion at the Separate School Board regarding opening a campus in Hamilton.

Mrs. Bishop congratulated Ms. Robertson and staff in pursuing community resources. She was particularly pleased to hear about learning modules in English and Math as she understood that students can work at their own rate. She thought it was terrific that Hamilton was trying a new method of training teachers and expected it to be of great benefit.

Canon Rogers expressed his concern that it appeared the school was negotiating directly with Mohawk and Brock, whereas such negotiations are the responsibility of senior management.

Mr. Rielly stated that senior management had been involved in discussions with Mohawk College in the initial proposal regarding articulation. He emphasized that the Board has not moved into this partnership without proper arrangements between the officials at the Board and at Mohawk College. He noted the Provincial Committee regarding articulation involves Mohawk, Sheridan and Seneca Colleges, and is in the beginning stages of planning.

Canon Rogers stressed that any approaches to either Mohawk College or Brock must always be done at the highest level of management, rather than at the school level.

Mr. Rielly agreed and noted this had been done.

Canon Rogers expressed concern that the Board would have to provide financial support if the project was not completed when the grant money ran out. He noted it



The Commission is satisfied that the evidence presented during the hearing is sufficient to establish that the respondent is a person who is not a member of the Communist Party of the United States of America.

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would be nice to have the program but the financial resources of the Board indicated a need to be careful.

Mr. Rielly stated that from his perspective he is very positive that the Ministry has agreed to look at Westmount 1990. He noted that if there was no further grant money available, it was possible a request would be presented to the Board.

Ms. Stewart commended Ms. Robertson on her enthusiasm and leadership.

Ms. Robertson clarified for Ms. Stewart that they intend to write the use of computers into their learning guides so it becomes an integral part of the program and not just a supplement to the program.

In response to Miss Cunningham's questions, Ms. Robertson explained that in a subject such as Math, a student would get immediate feedback, and the computer could also be used for evaluation. She stressed the importance of the technicians' support for teachers in the first year of the program.

Ms. Rappolt stated that co-ordinators and department heads had met regarding the use of software in the curriculum, not just for computer assisted instruction. The software would enable Algebra and Geometry to be a more visual learning experience.

Miss Cunningham noted the Ministry of Education has been evaluating software programs and asked if these were the kinds of programs that would be integrated. Ms. Robertson replied yes.

Miss Cunningham felt that the student teachers would not only assist students with problems, but might also have more computer experience.

Miss Detwiler cautioned that monitoring or an evaluation must take place. She did not think it was necessary to limit staff investigation of other programs that may be beneficial to students.

Ms. Barker referred to the Brock Pre-Service Department and questioned the two day per week practice training, which represents a change in the two week practice sessions.

Ms. Robertson agreed but stated the suggestion came from Brock University and was approved by the Ministry.

In response to Ms. Barker's further question regarding the dates in the motion, Ms. Robertson stated that April

which are now in the hands of the Government, but the Government is not in a position to return them to the original owners.

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1st represents the start of the financial year for the Ministry. The two technicians have not been hired yet, but, hopefully, will be in place in August or September.

Miss Cunningham asked if the money runs out prior to completion was there any plan of action to achieve an evaluation of the software.

Ms. Robertson replied that after the first year teachers will have the computer skills and information, and it is expected that most of the curriculum will have been written.

The motion was then put to a vote and was CARRIED.

Mr. Allen thanked Ms. Robertson and Mr. Swanston for their time and presentation.

Progress Report re I.B.M.  
Microcomputer Music Proposal

Ms. Rappolt introduced Mr. Glenn Mallory, Music Co-ordinator and Mr. Paul Barber, Teacher at Chedoke. She asked for flexibility in submitting the final report and felt it would be ready by April or May, 1990. Ms. Rappolt reviewed the report with the members of the committee.

Moved by Mr. Korz:

That the Progress Report on the I.B.M. Microcomputer Music Project be received for information.

In response to Ms. Stewart's request, Mr. Barber explained how this teaching program compares to traditional programs. He noted the difficulty some teachers have in accepting the use of a machine. Personally, he is quite comfortable with the merge of computers and music and students appreciate the instant feedback which allows them to revise melodies and hear the result. This was of great benefit when students attempt to compose music.

Mr. Barber noted that elementary students need a fair amount of guidance but some are developing a concept of music. The computer can still be used for drills and practice and to distinguish between sounds.

Miss Detwiler was pleased with the possibility of creating taped accompaniments for use during school performances as many schools lack skilled pianists.

Mr. Kennedy referred to the evaluation of a group using the computer and a group without. Ms. Rappolt and Mr. Mallory explained what areas would be evaluated, and they will use the assistance of Mr. Jackson and Mr. Didur to produce the evaluation.





Mrs. Clarke questioned the philosophy of computer learning revolving around right or wrong. She also suggested there are many terrific pianists among secondary students who would probably be willing to play as an accompanist.

Ms. Rappolt responded that she has a concern regarding students and computers, but the quality of the software relationship to the student has improved to the point students receive positive, specific feedback.

Miss Cunningham expressed her concern for a standard of achievement for evaluating students, rather than freedom of expression.

Mr. Mallory noted that the evaluation of theory, singing and putting theory to performance would be evaluated to meet standards. The difference would be some students have worked through music studies using a computer and others have not.

Mrs. Deans questioned the discrepancy between boys and girls showing an interest in using the Music Computer system. Mr. Barber explained that the technological aspect and the "new toy" concept might have appealed more to boys. He noted this interest on the part of boys may wane and that it would be the girls, in the long run, who remain in the program. He expected the use of computers would interest students in music who might otherwise not have taken an interest in it.

Mrs. Deans offered her congratulations to Mr. Mallory on the Middle School Instrumental Program.

The motion was then put to a vote and was CARRIED.

Mr. Allen thanked Ms. Rappolt, Mr. Mallory and Mr. Barber for the presentation and report.

#### Progress Report, Outdoor Education

Ms. Rappolt introduced Mr. Jack Lee, Special Assignment Teacher, Outdoor Education who would be presenting the interim report. Ms. Rappolt drew the members' attention to the membership of the Steering Committee, which involves Mrs. Bishop and Mr. Hicks. Further, she introduced Ms. J. Rainey who was responsible for the graphics of the report.

Ms. Rappolt explained the report is a direction being set for the next five years. She commended Mr. Lee on his ability to maintain the Christie Program while chairing the Steering Committee and working on the review process.





Ms. Rappolt and Mr. Lee reviewed the report with the members regarding the Outdoor Education program which meets the needs of students from Grade 6 to O.A.C., including the mandate, belief statement and a draft definition of Outdoor Education. Mr. Lee explained a sample model showing time frames that one subject review would entail. Included in the report was a breakdown of the review teams and topics that each group will examine. Finally, a report showed student use of the Christie Centre, by month, number of classes and students.

Mr. Allen read a congratulatory letter received from one of his constituents who accompanied a class trip to the Christie Outdoor Education site.

Several trustees commented on the excellent layout of the report and the concise plan.

Miss Detwiler questioned why the Glen Road Centre was not included in this report. Ms. Rappolt explained that the Glen Road Centre served JK to Grade 5, whereas the review focussed on middle and secondary schools. It was felt the junior schools have excellent environmental programs, but a review of that program may occur in five years time.

Mr. Kennedy questioned how curriculum addresses issues such as insecticides, industrial waste, pollution, etc.

Ms. Rappolt noted these topics are discussed in several subject areas, such as science and geography, but admitted that they are probably not addressed as consistently as Mr. Kennedy would like.

Mr. Kennedy emphasized his belief that students must be taught the value of our planet from an early age.

Mr. Allen agreed whole-heartedly and felt the Belief Statement addressed some of these concerns.

Ms. Bishop noted the review would be very thorough, including the development of new curriculum. She felt the difficulty arose as Outdoor Education crosses several subject areas.

Moved by Miss Cunningham:

That the Progress Report on Outdoor Education be received for information.

CARRIED.





Mr. Allen thanked Ms. Rappolt and Mr. Lee for the progress report.

Mr. Allen announced CBC is carrying an environmental special by Dr. David Suzuki, Sunday mornings, for a five or six week period, starting shortly.

Summer Adjournment

Moved by Mr. Korz:

That when this committee adjourns, it stand adjourned until the September meeting unless called for a special meeting by the Chairman of the Board.

CARRIED.

NEW BUSINESS:

OPSBA Updates

Mrs. Clarke stated that this Board is a member of the Ontario Public School Boards Association. She asked that a regular Development Agenda item be OPSBA Updates in order to facilitate the discussion of relevant information.

Moved by Mrs. Deans:

That OPSBA Updates be included as a monthly item on the Development Committee Agenda.

CARRIED.

Proposal for a Literacy Centre

Mr. Allen commented that with anticipated government changes it would be expedient to take action on this item as quickly as possible.

Mr. Rielly explained that negotiations in connection with this proposal have been underway for several months, and it has become necessary to seek permission from trustees to continue these negotiations with the Ministry.

Mr. Beveridge reviewed the report. He explained that the Ministry of Education has announced the possibility of a Literacy Centre, and this Board, in partnership with Mohawk College, two other Boards of Education and IBM, would like to propose the Ministry locate the high tech Centre in Hamilton. Evaluation would be handled possibly, through Brock University for the two or three year program.

Mr. Rielly stated he is asking the trustees for permission to talk with the Ministry to make a proposal with respect to this program. If the response from the Ministry is positive, he would bring the proposal details back to a Special Development Committee Meeting

The office conducted the investigation and the results are as follows:

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on 1989 07 20, prior to the July Board meeting, to explain the ramifications and negotiations with the Ministry for trustee approval.

He apologized for the sudden placement of this item on the Agenda, but explained it was not possible to bring this earlier.

In response to Mr. Korz' question, Mr. Rielly explained that IBM Canada would supply the equipment necessary, and, at the end of the 2- 3 year period, the equipment would become the property of the Board.

Mr. Rielly further explained that in order to facilitate the start up of this program in the Fall, it was necessary to obtain permission now to make the proposal as quickly as possible.

Moved by Mr. Korz:

That the Director, as co-ordinator of the partnership, be granted permission to negotiate a proposal with the Ministry of Education requesting financial support for the development of a Centre For Improvement of Community Literacy. The other partners will be:

- The Wentworth County Board of Education
- The Hamilton-Wentworth Roman Catholic Separate School Board
- Mohawk College of Applied Arts and Technology, and
- IBM Canada Ltd.

Mr. Korz asked about the financial implications of this proposal.

Mr. Shewfelt replied that financial details would be clearly delineated at the Special Development meeting.

Mrs. Deans spoke in support of the motion, encouraging solutions to illiteracy.

Mr. Beveridge noted that 16% of the population are functionally illiterate, and 8% are basic illiterate, for a 25% total of the population. In reply to Mr. Allen's question regarding adults, Mr. Beveridge explained that part of the proposal would be to have the Centre open to adults. He felt another one of the major advantages of this Centre is that teachers in adult learning centres could receive training.

Ms. Stewart asked if this proposal would come from this Board with the support of the other partners.

Mr. Rielly replied that was correct.





Ms. Stewart referred to the project researcher and asked if this analysis of the program would be done from the first year and be on-going. Mr. Rielly replied yes, that it would be monitored throughout the duration of the program.

In response to the question regarding the length of this program, Mr. Rielly replied he was not sure whether it would be for two or three years, but that this information would come back to trustees in the final proposal.

Ms. Stewart thought the program was worthwhile, and appreciated Mr. Korz' question regarding finances. She asked where the Centre would be located.

Mr. Beveridge responded that a Centre would be established in Scott Park, using surrounding schools, such as Prince of Wales and King George, as a campus basis operation. He stated the program will give a focussed analysis of reading, the latest strategies available, not only technology aspects, but learning materials, and text books.

Mr. Kennedy noted the varying ages of the children and asked if they would be pre-GLD and would they have been IPPR'd.

Mr. Beveridge replied that a specific population of students has not been identified, but it may be that the program would save children from being IPPR'd.

Mr. Kennedy asked if teachers would identify student weaknesses in class and then recommend the student to the Centre.

Mr. Beveridge replied that teachers would be trained to deal more effectively with these students in their own classroom.

In response to further questions, Mr. Beveridge explained that this Board does not know where the other Boards would choose to locate their Centres, though he understood the Separate School Board expects to use St. Charles. Each partner would receive a P.A.L.S. Station (Principle of the Alphabet Literacy System). The research and project co-ordinators would be shared among the four partners but be housed at the Centre at Scott Park. In the proposal, this Board would be the Co-ordinating Board.

Mr. Kennedy expressed concern that this program could become a financial burden to our system, but Mr.





Beveridge said there are no plans to expand throughout the system, however, it is impossible to predict.

Mrs. Bishop noted her interest in literacy problems and asked which of the following areas that influence reading would be addressed:

disability or disfunction, poverty, program, and poor teaching.

Mr. Beveridge replied it would address the area of limited potential or disability but he noted there is no one major cause of illiteracy. Reading is complex, and the Centre may be an excellent opportunity for our people to learn about reading and how young children learn to read.

Mrs. Bishop noted a major advantage would be the in-service of teachers. However, she did not see how a computer program would fit into our already very strong commitment against illiteracy.

Mr. Beveridge responded that we will always have a degree of illiteracy and reading problems and this Centre provides the opportunity to focus on the area of literacy. Computers would only be one part of the program. The program is a multi-sensory approach.

Mrs. Bishop referred to the Writing to Read Lab, and Mr. Beveridge noted there has not been a formal evaluation of the Lab. He felt the Lab was highly motivated and focussed student attention.

Mrs. Bishop stated that the Writing to Read labs are not successful without additional help from an Educational Assistant and asked if the P.A.L.S. would need similar assistance.

Mr. Beveridge explained that such details would come back to trustees if the proposal receives approval by the Ministry.

Canon Rogers stated that this Board is apparently entering into a partnership with the other Boards, etc., and asked if the Wentworth County Board or the Hamilton Wentworth R.C.S.S. Board had passed a motion similar to the one before this Committee.

Mr. Rielly replied he was not sure of their formal procedure, but both Boards have indicated they would like to participate and have a P.A.L.S. lab.

Canon Rogers questioned the \$430,000 cost of the project and asked if this is the total cost or part of it.





Mr. Rielly explained he expects the Ministry to provide the Project Director and Project Researcher.

In response to further questions, Mr. Rielly explained that the labs would be divided, one to each partner. The Project Director and Project Researcher would oversee the four labs.

Canon Rogers questioned the placement of the Project Director at the Scott Park Centre.

Mr. Rielly stated this would be part of the proposal made to the Ministry. It is expected this person would be hired by this Board.

Canon Rogers cautioned that a literacy program would continue to cost this Board after the initial period, and that this cost should be part of the proposal. He felt it was necessary to know future costs when government money is withdrawn. He also suggested that other programs may have to be terminated in order to proceed with this project, i.e. establish priorities. He further wanted a commitment from the other partners involved before a proposal was made.

Mr. Rielly explained that the proposal would be based on two or three years and would be thoroughly evaluated. At the end of that period, a decision would be made whether to continue; if it continues, there will be a cost involved for our Board. If it was discontinued, the IBM equipment would become the Board property.

Canon Rogers questioned the partnership and Mr. Rielly explained that involvement of the other Boards and Mohawk College in this project, would be the basis of the partnership. Further, he noted it would be an opportunity to be involved with the community to address illiteracy. He responded that the others had indicated an interest in the project, but he could not guarantee their involvement. This Board would act as co-ordinator for the partnership.

Mr. Rielly clarified for Miss Cunningham that the Board could make the proposal alone if the partnership did not materialize.

Miss Cunningham supported many of the things said by Trustee Bishop earlier. She pointed out that there has never been an evaluation of the Writing to Read Program as opposed to how teachers used to teach. She would like such an evaluation.

Miss Cunningham inquired if the Board still uses the Reading and Comprehension program in earlier grades?





Ms. Rappolt noted that the Writing to Read Program Consultant's appointment has been extended and part of the assignment will be working with Mr. Jackson to make a formal evaluation. She referred to reading comprehension and advised comprehension is now done on an individual student basis due to the difference in the level of children's comprehension within a class.

In response to Miss Cunningham's question about comparing students against the Writing to Read Program, Ms. Rappolt stated the difficulty in measuring comprehension, is the high transition of students. A process is needed to track every single student.

Miss Cunningham felt that as this Board is in the business of education a concrete evaluation should be available. She was concerned there was no evaluation of our students in the classes.

Mr. Rielly replied this was not correct and there were, in fact, tests done at various grade levels.

Miss Cunningham responded that she has been asking for some way to rate our students to find out how well they are doing; there is a need to know whether or not we are reaching students. She referred to the drop outs in high school with a Grade five level of comprehension. She found it difficult to accept that the Board has no way of rating students at any given level.

Mr. Rielly responded there was. Mr. Yurkiw explained that there are diagnostic tools available to diagnose reading in individual children and identify children with exceptional problems. Mr. Beveridge further added that children in Grades 3 and 6 are tested using the Canadian Achievement Test and the Gates McGinitie in Grade 6 and 8. He noted that in any class, there is a range of reading levels, but vocabulary and comprehension are tested.

Miss Cunningham then asked if, having done these tests, there was concern regarding the results compared to previous levels.

Mr. Beveridge replied that several years ago there was concern. Some adjustments have been made to some programs.

Miss Cunningham questioned if the tests showed students were maintaining, improving, or falling behind?

Mr. Beveridge was reluctant to comment without reviewing the data.





Miss Cunningham stated she would like to have that information at some time, not necessarily in the form of a report.

Miss Detwiler referred to Mr. Rielly's comment that we would hire the Project Director and asked for clarification.

Mr. Rielly stated the Project Director would have to be hired by this Board if approval was received for this proposal; but the Ministry grant would cover this cost.

Miss Detwiler asked if this would be part of the negotiations and in any contract?

Mr. Rielly responded the Project Director would be housed in Scott Park to co-ordinate the three Boards and Mohawk College. Referring to the Project Researcher, he stated this person would be hired by the Ministry, possibly through OISE or Brock.

Miss Detwiler expressed concern about future financial implications for this Board and the current lack of commitment from the other partners.

Mr. Rielly said this report was for approval to submit a proposal to the Ministry. The evaluation could not be done in a year. His understanding, and it would be written into the proposal, is that this Board is not going to make a commitment longer than two or three years. This project is to deal with the problem of literacy; if it works based on the evaluation, trustees may want to continue past the government funding period. He acknowledged the concern was valid and would have to be addressed in any proposal.

Miss Detwiler hesitated to support the motion as worded.

Mr. Korz offered to change the wording of the motion, but Mr. Allen felt it was unnecessary.

Mrs. Deans referred to the complexity of the literacy issue and expressed her support for any possible solution.

Ms. Stewart cautioned the other trustees that this Board would lose an excellent opportunity to be a leader in this area if this motion was defeated. She noted the other Boards in the partnership may still take a proposal forward without our support. She emphasized the motion was only for a proposal which would come back to trustees for final approval before the program would be implemented.



Mr. Rielly clarified for Mr. Korz that the partnership would take a proposal to the government to see if the proposal is acceptable, and bring any details back to trustees at a Special Development Committee meeting.

The motion was put to a vote and was **CARRIED.**

The meeting then adjourned.

Read and confirmed,

.....  
Chairman

cv

Canada is a first country for the observance of 1990 as International Year of Library. The federal and provincial governments are expected to study the issues of library and derive strategies and provide financial support to combat to some degree the library problem. Some of Education's work on policy and action will have a major role in supporting educational plans that promote greater competency in the area of reading. Our system has an opportunity to be selected as the outstanding model in a partnership with:

- \*The Westworth County Board of Education
- \*The Hamilton-Wentworth Roman Catholic Separate School Board
- \*St. Lawrence College of Applied Arts and Technology, and
- \*IBM Canada Ltd.

With the support of trustees it would be the intention of the parties involved to make a formal request to the Ministry of Education to secure funding to cover additional staff and facilities requirements in order to make these Centre optimally effective.

With significant Ministry of Education and IBM Canada support, we would request permission to establish a controlled company facility which would conduct research, develop and deliver a variety of services including: advisory, training, and diagnostic services for all schools in the Hamilton-Wentworth area. All of the aforementioned would provide our educational system with a greater understanding of the complexities of reading and writing and allow us to more effectively respond to student needs. Such programs would eventually make the difference between unfulfilled potential and achievement between our students now and in later years.





100 Main Street West  
Hamilton, Ontario  
1989 07 06

To the Chairman and Members  
Development Committee  
Hamilton Board of Education

Ladies and Gentlemen:

**RE: ESTABLISHMENT OF A CENTRE OF EXCELLENCE TO BE KNOWN AS A  
CENTRE FOR IMPROVEMENT OF COMMUNITY LITERACY**

---

**INTRODUCTION**

Canada is a host country for the observance of 1990 as International Year of Literacy. The federal and provincial governments are expected to study the causes of illiteracy and devise strategies and provide financial support to combat an ever increasing illiteracy problem. Boards of Education across our province and nation will have a major role in supporting educational plans that promote greater competency in the area of reading. Our system has an opportunity to be selected as the co-ordinating Board in a partnership with:

- The Wentworth County Board of Education
- The Hamilton-Wentworth Roman Catholic Separate School Board
- Mohawk College of Applied Arts and Technology, and
- IBM Canada Ltd.

With the support of trustees it would be the intention of the parties involved to make a formal request to the Ministry of Education to secure funding to cover additional staff and facilitate modifications in order to make these Centres optimally effective.

With significant Ministry of Education and IBM financial support, we would request permission to establish a centralized campus facility which would conduct assessments and diagnose student problems, provide counselling services for students and in-service for staff. All of the aforementioned would provide our Administrators and teaching staff with a greater understanding of the complexities of teaching reading and allow us to be more responsive to student literacy needs. Such program efforts may eventually make the difference between unemployment and employment, between isolation and involvement and between frustration and fulfillment for our students now, and in later years.





## **PROGRAM**

We realize that illiteracy has multi-etiological causes which are different in each student's case. We also realize that to reduce illiteracy in our community we must have a two-pronged approach which includes preventative strategies in the primary division and remedial intervention techniques in the later years.

We have already introduced our Writing To Read program in kindergarten which is multi-sensory in nature and is designed to motivate students to learn to read and write. This primary division strategy appears to be impacting positively on students' reading levels. Currently we have eleven schools, approximately fifty teachers, and more than twelve hundred students involved in the program. The Writing To Read program would remain as a major teaching strategy within our Centre of Excellence. This proposal allows for the addition of a Writing To Read program at Prince of Wales School.

For students in Junior, Intermediate and Senior divisions and members of the community who are reading below a grade 5 level, we would have available the Principle of the Alphabet Literacy System (P.A.L.S.) which is a highly motivational interactive instructional program. Through interaction with this program, students learn the alphabetic principle, or how combining 26 letters of the alphabet makes it possible to write every word in the English language. One of the central thrusts of P.A.L.S. is to enable an individual with severe reading problems to understand they can learn by being involved -- a process from which they have been excluded for many years.

Such a multi-sensory, self-tracking system that is highly motivational may well complement our 'Writing To Read' strategy as the second major program component at such a Centre.

## **EVALUATION**

Administration recognizes this pilot type program is somewhat experimental in nature and sees the necessity for formal evaluation. We would suggest that our Board, supported by Ministry funding, would contract with Brock University to assess the success of this program over a minimum period of two years. Research would be conducted at all lab sites and the findings would be made available to all partners and interested school boards across Ontario. Such findings would, of course, be reported to the Board.





**GENERAL OVERVIEW OF EQUIPMENT AND STAFF TO BE FINANCIALLY  
SUPPORTED BY THE MINISTRY OF EDUCATION AND IBM CANADA LTD.**

| <u>EQUIPMENT</u>       | <u>APPROXIMATE COSTS</u> |
|------------------------|--------------------------|
| •4 P.A.L.S.            | \$ 280,000               |
| •1 Writing To Read Lab | \$ 35,000                |
| •1 Project Director    | \$ 65,000 (per year)     |
| •1 Project Researcher  | \$ 50,000 (per year)     |
| <b>Total</b>           | <b>\$ <u>430,000</u></b> |

**SUMMARY**

Through this initiative we are enlisting a strong commitment from business and government to fund our focussed literacy education programs. As educators we have understood the importance of reading as it transcends all subject areas and aspects of life. We recognize that without the ability to read it is virtually impossible to find success in an educational environment. We also recognize that illiteracy is a most complex problem that is gathering momentum in our society and that it results in wasted human potential. We are not sure that we can make a difference, but we would seek the permission of our elected officials to try.

**RECOMMENDATION**

*That the Director, as co-ordinator of the partnership, be granted permission to negotiate a proposal with the Ministry of Education requesting financial support for the development of a Centre For Improvement of Community Literacy*

*The other partners will be:*

- The Wentworth County Board of Education*
- The Hamilton-Wentworth Roman Catholic Separate School Board*
- Mohawk College of Applied Arts and Technology, and*
- IBM Canada Ltd.*

Prepared and  
submitted by:

P. S. Beveridge  
Superintendent of Curriculum and  
Special & Educational Services

Approved by:

K. A. Rielly,  
Director and Secretary





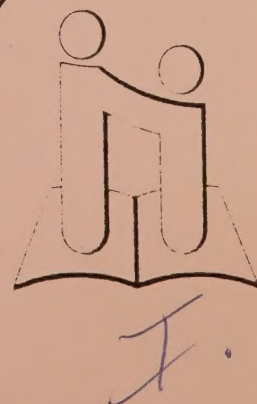
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SEPTEMBER, 1989

# DEVELOPMENT COMMITTEE

URBAN MUNICIPAL  
SEP 21 1989  
GOVERNMENT DOCUMENTS

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON







I N D E X

DEVELOPMENT COMMITTEE

1989 09 07

GENERAL

BUSINESS ARISING OUT OF THE MINUTES: PAGE

1. Update - Literacy Centre ..... 1

NEW BUSINESS:

1. Update - Family Violence ..... 2
2. Update - Crisis Response Support Team ..... 3
3. OPSBA Updates ..... 4
4. Year Round School Year ..... 5

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Option Choices, Smaller Secondary Schools ..... 7



MINUTES OF THE  
DEVELOPMENT COMMITTEE

1989 09 07

Present: B. Allen (Chairman), Trustees Barker, Deans, Kennedy, A. Stewart and Clarke.

Not

Present: Trustee Korz.

Also

Present: Trustees Bishop, Cunningham, Detwiler, Johnston, Mulholland, Penner, Rogers, and R. Stewart.

Officials

Presents: K. A. Rielly, Director of Education and Secretary  
A. Stockwell, Associate Director of Education  
P. Shewfelt, Superintendent of Finance and Treasurer  
P. Beveridge, Superintendent of Curriculum, Special and Educational Services  
R. Kawai, Superintendent of Information Management Services  
P. Gillie, Superintendent of Schools - Area 4  
D. Rothwell, Superintendent of Schools - Area 5  
G. Rappolt, Assistant Superintendent of Curriculum  
J. Yurkiw, Assistant Superintendent of Special Services

Mr. Allen called the meeting to order and asked for confirmation of the minutes of the 1989 07 06 meeting and special meeting of 1989 07 20.

Moved by Canon Rogers:

That the minutes of the 1989 07 06 meeting and special meeting of 1989 07 20 be accepted as presented to the members.

CARRIED.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

Update - Literacy Centre Mr. Rielly reported that it was hoped the Literacy Centre would have been functioning in Scott Park at the beginning of this school year; however, due to a change in the Provincial cabinet, this project is under review by the new Minister of Education, Sean Conway. The three Boards, Mohawk College and IBM are still actively pursuing the establishment of the Centre and it is hoped that a new proposal would be made in the next two weeks, with action being taken on the request by mid-October. Mr. Rielly pointed out that the original proposal involved no commitment as far as this Board was concerned re staffing, and this had not been well received by government officials. Further, we are waiting





to hear if money for salaries and some software (in addition to that supplied by IBM) will be made available. Mr. Rielly suggested that he may be in a position to report further to members in November, when it is anticipated that Ms. Rappolt will present plans for initiatives associated with literacy over the next year.

Mrs. Clarke recalled that the government had been moving towards the establishment of Centres of Excellence and wondered if these projects were in limbo, as is this project.

Mr. Rielly mentioned two Centres, the Robarts Centre in association with the University of Western Ontario (Special Education), and another in association with the Wellington Roman Catholic Separate School Board (Technical), and noted that they had been able to proceed as planned.

It was agreed:

That the verbal Update regarding the Literacy Centre be received for information.

#### NEW BUSINESS:

##### Update - Family Violence

Mr. Yurkiw stated that one of the goals for Special Services was to continue to provide information on projects initiated in the past few years and to make trustees aware of social issues they are addressing.

Mr. Yurkiw related the background and current direction of the Family Violence Prevention Project as formed by the Child Abuse Council for Hamilton-Wentworth. A short term goal of this committee included the play "Touching" which was shown at 60 schools and is currently under assessment by Wilfrid Laurier University. Mr. Yurkiw anticipates making a further update to the trustees when this assessment is complete. The long term goal is curriculum development regarding child abuse and prevention. He introduced Mr. Steve Barrs who is Chairman of the above Project Committee.

Mr. Barrs reviewed the report with the members, highlighting curriculum initiatives, the development of a handbook, and in-service training and pamphlet. Mr. Barrs noted that the major portion of funding for this project came from COMSOC and Health and Welfare.

Mrs. Deans asked to receive a copy of the review on abuse and asked if the pamphlet will be made available to trustees.

Mr. Barrs said a copy of the review is available on request and that the pamphlet would be ready within a couple of weeks.





Ms. Stewart commended the Project Committee on their co-ordination with agencies in the community and other services. She asked if family violence was increasing.

Mr. Barrs responded that various agencies claim that it is as their caseloads are increasing.

In reply to Ms. Stewart's query regarding statistics, Mr. Barrs noted that statistics from local school boards were included in the review report.

Miss Detwiler referred to legislation that requires teachers to report child abuse and wondered if this had led to an increase in abuse reports.

Mr. Yurkiw responded that as teachers become more comfortable with reporting child abuse increasing numbers of cases are reported to the Children's Aid Society. Statistics show sexual abuse has increased and the C.A.S. has initiated prevention programs.

Mr. Kennedy asked if there was a common thread in studying child abusers, and Mr. Barrs assured him that this problem knows no social, economic nor religious boundaries. They do know the characteristics of the abused child, but felt the problem was changing the value structures of people.

Mrs. Deans emphasized her support of the prevention program in view of the increased violence in the media. Further she noted that society recognizes that a child's problem in school may stem from family life.

Mrs. Barker expressed interest in the type of curriculum development and asked how it would be implemented.

Mr. Barrs responded that curriculum development was only in the early stage and that he could not relay any specifics. He assured her that all cognitive aspects would be addressed, i.e. skills children need to know, kinds of attitudes and values. He did not anticipate that this curriculum would be taught as a separate subject.

It was agreed:

That the Update regarding Family Violence: TriBoard Project be received for information.

Mr. Allen thanked Mr. Barrs for his presentation.

Update - Crisis Response  
Support Team

Mr. Yurkiw introduced Mr. Wayne Elgie, Chairman of the Crisis Response Support Team. Mr. Elgie reviewed the report with members and emphasized the Support Team becomes involved at the request of a Principal following a tragedy

The Board of Directors of the Corporation has the honor to acknowledge the receipt of your letter of the 10th inst. in relation to the proposed merger of the two companies.

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The Board of Directors of the Corporation has the honor to acknowledge the receipt of your letter of the 10th inst. in relation to the proposed merger of the two companies.

Very respectfully,

Yours very truly,  
The Board of Directors of the Corporation

By: \_\_\_\_\_

The Board of Directors of the Corporation has the honor to acknowledge the receipt of your letter of the 10th inst. in relation to the proposed merger of the two companies.

Very truly yours,  
The Board of Directors of the Corporation



which affects the students or school. Mr. Elgie stated the committee will provide principals with a more expansive document to which they may refer. In conjunction with the Hamilton & District Funeral Service Association and the Faculty of Continuing Education at Mohawk College, seminars on the Death of a Parent will be held on October 4th with guest speakers Rabbi Krauss and Dr. Simonton. Mr. Elgie further noted that principals have been supportive of the Crisis Response document.

Dr. Johnston was impressed with the document but asked what kind of training staff within the schools would possess.

Mr. Elgie replied that a Principal may have personnel within his/her school competent to deal with the situation, but that no formal training is provided.

When asked by Dr. Johnston if this team would expand to address other crises, Mr. Elgie said they had been advised to keep their mandate narrow because the skills are portable. He did note they had acted in areas not involving a death.

Mrs. Deans and Mrs. Barker expressed their satisfaction with the document.

In reply to Mrs. Barker's question, Mr. Elgie noted principals are aware of the Crisis Team and can request their support. He stated the Team has counselled students regarding the loss of class mates, as well as parents. The goal of the Team is to normalize the functioning of the school and identify those at risk. This would include working with the family, the use of Health Department bereavement nurses or the psychological services people.

It was agreed:

That the Update regarding the Crisis Response Team be received for information.

Mr. Allen thanked Mr. Elgie for his report and noted the many sensitive and caring people involved in this project.

#### OPSBA Updates

Mrs. Clarke stated there was no report for this month, but that she would be attending a Board of Director's meeting this weekend and would report at the next Development meeting.





Year Round School Year

Mr. Stockwell stated that a Select Committee on Education for Ontario was formed in 1988 to study year round education and their second report was published in June, 1989. He reviewed the interim report with members, noting the three recommendations made by the Committee. He pointed out that the poll responses in his interim report were related to life style concerns, i.e. holidays, travel implications, time at a cottage. The Select Committee anticipates a government response by February, 1990, at which time it is expected we would receive clearer information and direction on this matter.

Mrs. Deans stated that the reason she had suggested this matter be considered was the benefit of using the schools year-round, relieving overcrowding. She agreed that air conditioning would be a problem, but felt an improved education and higher retention rate would be achieved without the two month break. She would like to address the educational reasons for year round education rather than life style.

Mr. Stockwell agreed that the appropriate approach would be to study the educational advantages of year round education. In the Committee's second report, it was found that year round education was most successful when implemented for educational benefits rather than to relieve overcrowding.

Miss Detwiler reminded members that this subject had been dealt with approximately six years ago when the Board considered closing schools during the winter and extending the school year into the summer during the fuel crisis.

Mr. Allen agreed that the topic had been thoroughly dealt with at that time.

Miss Detwiler hesitated about spending a lot of time on this subject before receiving more information from Mr. Stockwell and the Select Committee. She emphasized the importance of the summer jobs to students.

Canon Rogers further emphasized the summer job 'education' that students receive, which often encourages students to pursue a higher education in order to avoid low-paying, manual jobs. He also noted students use the summer months to upgrade, and many people value the summer as a family time.

In response to Mr. Stewart's question regarding financial implications, Mr. Stockwell stated no studies have been done here in Canada. In the Utah and California, they see a distinct saving when construction is necessary in a growing community as they have increased use of the





facility. Again, however, it was only successful if done on an educational basis rather than economic basis.

Ms. Stewart cautioned that many of our schools are used by the community throughout the summer, besides our own summer programs. She asked if there had been any suggestions as to change in the provincial funding base, i.e., would schools be funded on a days-open basis?

Mr. Stockwell pointed out there had been no response from the Ministry of Education yet and he did not know whether the Ministry would change the funding arrangement. He did not anticipate the government studying the matter of funding until after they have responded to the recommendations of the Committee and year round education pilots have been assessed.

In reply to Mr. Kennedy's question regarding the pilot projects, Mr. Stockwell stated it was his understanding that, as a result of the publication of the second report, some Boards initiated discussions with the government in respect to pilot projects. They simply had asked to be considered as a pilot board.

Mr. Kennedy noted further discussions would be premature as legislation regarding year round education would have to await the outcome of the pilot projects.

Mr. Stockwell cautioned that even in the U.S. year round education is not legislated, and no district has all schools on a year round basis. Year round education is a matter of choice.

Mr. Kennedy expressed concern regarding a change to the current school year and the amount of teaching time a student receives.

Mr. Stockwell noted the recommendations asked that more flexibility be considered, but it would be difficult to say whether there will be changes advanced by the Ministry. At present, there is no indication the Ministry will change from the 185 instructional days and a requirement of a 5 hour school days.

Mr. Allen and Miss Detwiler pointed out the cost of air conditioning and that much of our renovations are carried out when the students have summer break.

Mrs. Deans emphasized she did not want to rush into year round education right now, but if there are educational benefits and tax savings it should be considered. She noted any schools with air conditioning could be used in a pilot project.

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Moved by Mr. Stewart:

That the report regarding the Year Round School Year be received for information.

CARRIED.

ELEMENTARY/SECONDARY

NEW BUSINESS:

Option Choices, Smaller  
Secondary Schools

Mr. Allen expressed his concern that in secondary schools where enrollment is declining, students are faced with reduced options. He would like to know how students obtain various options if the courses are not available in the school they attend.

Ms. Rappolt responded that some research had been done early in the eighties about this matter and offered to update these reports to reflect current procedures.

Mr. Stewart asked if students had been canvassed about attending a different high school in order to obtain options.

Ms. Rappolt noted that is already done in some highly specialized subjects, so that concept exists. She noted the reports done earlier explored the pros and cons relative to that concept.

Mr. Allen thanked Ms. Rappolt and looked forward to receiving a report at the next meeting.

The meeting then adjourned.

Read and confirmed,

.....  
Chairman





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OCTOBER, 1989

# DEVELOPMENT COMMITTEE

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON



I.





**I N D E X**

**DEVELOPMENT COMMITTEE**

**1989 10 05**

**GENERAL**

**BUSINESS ARISING OUT OF THE MINUTES:** **PAGE**

1. Report from the Officials re Option Choices - Smaller  
Secondary Schools ..... 1

**NEW BUSINESS:**

1. Middle School - A Strategic Plan for the 90's ..... 3
2. Update - Race Relations ..... 6
3. Update - Drug and Alcohol Abuse ..... 6
4. OPSBA Updates ..... 10

THE  
SCHOOL  
OF  
THE  
FUTURE

- 1. The school of the future will be a place where the child is free to learn and to grow.
- 2. The school of the future will be a place where the child is free to express his individuality.
- 3. The school of the future will be a place where the child is free to learn from his own experiences.
- 4. The school of the future will be a place where the child is free to learn from his own mistakes.
- 5. The school of the future will be a place where the child is free to learn from his own successes.



MINUTES OF THE  
DEVELOPMENT COMMITTEE

1989 10 05

Present: B. Allen (Chairman); Trustees Barker, Deans, Kennedy, Korz,  
A. Stewart and Clarke.

Also

Present: Trustees Bishop, Detwiler, Hicks, Johnston, Lowe, Mulholland,  
Penner, Rogers, R. Stewart and Van Horne.

Officials

Present: K. A. Rielly, Director of Education and Secretary  
A. Stockwell, Associate Director of Education  
P. Shewfelt, Superintendent of Finance and Treasurer  
P. Beveridge, Superintendent of Curriculum, Special and  
Educational Services  
R. Kawai, Superintendent of Information Management Services  
N. Nicholls, Superintendent of Schools - Area 2  
R. Binns, Superintendent of Schools - Area 3  
P. Gillie, Superintendent of Schools - Area 4  
D. Rothwell, Superintendent of Schools - Area 5  
R. Lavoie, Superintendent of Schools - French as a First Language  
G. Rappolt, Assistant Superintendent of Curriculum  
J. Yurkiw, Assistant Superintendent of Special Services

Mr. Allen called the meeting to order and asked for confirmation of the minutes of the last meeting.

Moved by Canon Rogers:

That the minutes of the 1989 09 07 meeting be approved as presented to the members.

CARRIED.

Mrs. Deans commended Wayne Elgie, Consultant, Adjustment Services, on his Crisis Response Team presentation at a recent conference.

BUSINESS ARISING OUT OF THE MINUTES:

Report from the  
Officials re Option  
Choices - Smaller  
Secondary Schools

Ms. Rappolt reviewed the agenda material and explained how the Composite Program Plan is used by Principals in choosing courses that will be offered in their schools. Row A on each subject sheet lists courses which must be offered in each school, Rows B and C lists courses which may be offered subject to numbers and Row D lists courses which may only be offered in designated schools. Program offerings start with the Ministry, course selections are made by this Board, and then School Principals. She admitted that students may be faced with choosing between a course they wish to take and staying in their neighbourhood school if the course is not offered.



REPORT OF THE

COMMISSIONERS OF THE

LAND OFFICE

Presented to the Senate of the State of New York, in the year 1884.

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In response to Mrs. Barker's question re class size, Ms. Nicholls stated that it is possible a class may not be cancelled solely due to low student numbers if it is part of a sequential program.

Mr. Stockwell agreed with Ms. Nicholls that Principals must consider students who have committed themselves to a sequential program. Mr. Stockwell emphasized that no student is denied entrance to continuing education because they were not able to take a subject. If a student wants strongly enough to take a course, the student has the option of taking it at another school, evening school, summer school or through independent instruction.

Ms. Rappolt further noted that evening and summer school courses are coded in the same manner as day courses for appearance on the transcript. She expected the independent learning guides to be increasingly used and anticipates guides from Westmount 1990 will be of value in the coming years for smaller groups.

In response to Mrs. Bishop, Ms. Rappolt explained that some of the codes, mainly from Row D, appear in the Guide under "Special Programs".

Trustees Barker and Bishop spoke of the difficulty they had experienced in using the option sheets for students and the system offering guide.

Mr. Stockwell agreed, but stated these codes are standard province-wide to facilitate students moving between Boards. Ms. Nicholls added that students receive a one sheet insert on that school's courses along with the system offering guide. It was also pointed out that courses could be added or deleted each year at the system offering level or school level.

Mrs. Bishop asked about the minimum core subjects and Ms. Rappolt stated that the courses offered in Row A would allow a student to proceed with further education.

A discussion followed regarding Italian, German and Latin as the demand for languages has decreased, with the exception of French. Ms. Rappolt added that the possibility of offering a third language in particular schools, based on community needs, was under review.

Mrs. Deans suggested that some subjects be shared with neighbouring Boards to assist low attendance subjects. Mr. Stockwell replied that at one time many programs were purchased from our board by other boards, but is not a common practice now and he thought it unlikely that it would happen.

Mrs. Deans also found the coding and options difficult to understand and cautioned that students must receive counselling assistance.



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Mr. Stockwell pointed out that the guides contain examples and illustrations to assist students in better understanding the coding. He agreed individual counselling is important.

Mrs. Bishop was pleased to hear there will be a review in language course offerings. She elaborated on the benefits of the smaller secondary school but had concerns about holding on to some programs, also the effect of component staffing on program delivery.

Ms. Rappolt was unable to comment on the retention of certain programs such as German and Italian under component staffing; however her department's concern would be the retention of quality program.

Dr. Johnston emphasized that students should have as many options as possible and that numbers should not be the determining factor, rather the complete education needs of students. Trustee Korz supported Dr. Johnston's stand.

Ms. Stewart asked when a school has declining enrollment, and of necessity, declining options in program courses, do student numbers also decrease?

Ms. Rappolt stated there are many complex factors which influence student population, but felt that principals in smaller schools have to work hard to balance the timetable and provide creative programs to encourage students into the school.

Mr. Allen thanked Ms. Rappolt for the presentation. He stated that this subject would continue to impact on our students and would require future planning.

Moved by Mr. Kennedy:

That the report re: Option Choices - Smaller Secondary Schools be received for information.

**CARRIED.**

#### **NEW BUSINESS:**

##### **Middle School - A** **Strategic Plan for the** **90's**

Ms. Rappolt reviewed the agenda material on this subject and introduced Ms. P. Gillie - Superintendent of Schools - Area 4, Mr. S. Thompson - Principal - Burkholder School, Ms. Marg Schneider - Middle School Consultant, and Mr. Ray Irvine - Area 4 Supervisor.

Ms. Gillie reviewed the history of middle school programming within the Board. She noted that in 1980 a middle school study committee, steering committee and task force looked at programs in the Grades 6, 7 and 8 area resulting in the ACES





program, a timetable study, and inservicing of middle school principals and teachers.

Mr. Thompson reviewed the rationale and beliefs on which the strategic plan is based and introduced statistics showing the decline in the number of two parent families with one income. He emphasized the need for teachers to be more supportive and caring of students under these circumstances.

Ms. Schneider reviewed the Highlighted Events of the Development of a Middle School Strategy. She emphasized this Board's role in the upcoming October 26th - 28th international middle level education conference.

Mr. Irvine gave members an overview of the conference, stating that 10,000 delegates are expected to attend approximately 600 workshops, 15 of which will be presented by staff from this Board. On Wednesday October 25th, 25 - 40 delegates will be hosted in Hamilton.

Ms. Rappolt stated the task now is to work with staff and teachers to extend and develop the beliefs outlined by Mr. Thompson while program development will take place at Central Office. She noted this planning process will be ongoing over the next two years, while staff development goes on at the school level. She anticipates bringing recommendations back at that time.

Mr. Kennedy asked if there were any statistics that showed the middle school route was best for students.

Ms. Gillie responded that data and research has been looked at outside of Hamilton. She felt the "middle school" concept was based on the senior public school program, but the program is refined. Middle school is an attempt to bridge students between the elementary to secondary programs during a period of adolescent changes. She pointed out that in the U.S. the movement was towards junior highschool, but they are now changing to a middle school concept.

In answer to Mr. Kennedy's question re Westmount 1990, Mr. Thompson and Ms. Gillie stated that some of the concepts of the two programs were similar, with the focus in Westmount 1990 on secondary course material.

Mr. Kennedy referred to the family statistics and Mr. Thompson explained that teachers can act as a role model providing nurturing for students, as well as providing the principles of learning and academic growth.

Mrs. Deans liked the middle school rationale and beliefs but was glad that no emphasis had been placed on housing the students in a separate building. She felt students benefited in a K-8 school.



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Mrs. Van Horne expressed some confusion as she sits on a liaison committee for the Ministry Student Retention project and it is talking about a Grade 7, 8 and 9 concept rather than a 6, 7 and 8. She expressed concern that this would be a difficult concept to work, especially in view of placement in separate buildings. Also they expect no more streaming in Grade 9 in 1992.

Ms. Rappolt could not answer whether the 6-7-8 or the 7-8-9 configuration was the better of the two. She explained that under OSIS, 7-8-9 is a subject configuration in curriculum.

Ms. Schneider added that in a study from the United States regarding configurations it is clear that they are moving away from the 7-8-9 configuration and towards the 6-7-8. She noted the difference in program in Grade 6 versus 7 and 8, as well as Grade 8 versus 9.

Miss Detwiler recalled that Grade 6 was moved into senior public schools as a result of available space in the facilities, but she felt the facilities were to the advantage of students. She was not prepared to comment on JK-8 versus 6-7-8.

In response to Mrs. Bishop's question, Mr. Irvine explained that only five Grade 6 classes are presently housed in a K-6 school. When Mrs. Bishop asked where these classes were located, Mr. Allen suggested this information would be made available to her.

In closing, Ms. Rappolt emphasized that this is a planning document for teachers, principals and superintendents and reflects the changes needed in the next decade.

Mr. Allen thanked Ms. Rappolt and the presenters.

Mr. Rielly pointed out that Ms. Rappolt and Mr. Stockwell will be involved in the initial stages of de-streaming with the Ministry. He understands the trustees' concerns and said that, in conversation with the Assistant Deputy Minister re de-streaming; he was told they really do not have answers to all the questions that are asked. Mr. Rielly felt this would not happen in the next two years except perhaps, on a pilot basis, but in 5 - 10 years.

Moved by Dr. Johnston:

That the report re Middle School - A Strategic Plan for the 90's be received for information.

Mr. Kennedy asked if the Minister had indicated de-streaming would be 'carved in stone' and Mr. Rielly replied there was no mention whatsoever about an immediate move. Information will be sought from various school boards in connection with a theoretical approach to de-streaming, possibly through the conference. He further added that no timelines have been established as pilot programs would be involved.







In response to Mrs. Bishop's concern, Mr. Rielly stated that he would bring any changes or direction to the trustees immediately.

Update - Race  
Relations

Mr. Barrs reported that over 2,000 responses to the working paper have been compiled and are being reviewed. He was very pleased with the response as 8,000 working papers were distributed, and more are being requested. The Committee expects to present a review for the Development Committee in December with recommendations.

Mrs. Bishop spoke of the necessity to progress as quickly as possible, noting it has taken three years for this stage, and a policy is needed.

Mr. Rielly cautioned that feedback was necessary to ensure a full understanding of the policy and its implications. He stated that it would be two years before the policy was implemented in the schools as a meaningful document.

Mrs. Deans suggested a glossary of terms be included and Mr. Barrs responded that a lengthy glossary has been completed to accompany the policy and one to be used as an appendix.

As Chairman of the Race Relations Committee, Canon Rogers understood Mrs. Bishop's concern but felt it was to our advantage to proceed slowly with this sensitive situation.

Canon Rogers reported that Mr. Rielly, Dr. Johnston, Ms. Rappolt and himself made our presentation on Religious Education to the Glenn Watson Inquiry on Tuesday, October 1st in St. Catharines. Dr. Watson complimented them on the brief which was very well received. Canon Rogers recounted a recent incident which highlighted the need for public education. He was pleased to be part of the group that presented the brief and looks forward to further changes.

Dr. Johnston felt it should be noted that Dr. Watson pointed out the contribution of Ms. Rappolt and others in the Curriculum Department to the document and that this is the only Board which contributed to the inquiry and he was indebted to us.

Mr. Allen thanked Mr. Barrs and Canon Rogers for their updates.

It was agreed:

That the verbal updates regarding the Race Relations document 'Towards Race Relations and Ethnocultural Equity, A Working Paper' and the presentation to the Watson Inquiry, be received for information.

Update - Drug and  
Alcohol Abuse

Mr. Beveridge reviewed the report and noted that the purpose was to highlight one of the Ministry's initiatives regarding inservicing of teachers. Mr. Beveridge stressed the need for an educational strategy plus the community working





towards a local anti-drug initiative. He referred to the earlier viewing of Canadian Offensive for Drug Education (C.O.D.E.) videos prior to the meeting and stressed that all such materials will be channeled through Central Office in a program against drugs. This proposal is an attempt to submit an acceptable teacher in-service training plan to the Ministry of Education before 1989 11 30 in order to qualify for approximately \$78,000 in assistance to implement a plan over a two year period, to change student attitudes and encourage positive behaviour in respect to drugs.

Mr. Hicks supported the presentation and the guidelines for the educational part of the drug program. He spoke of a three day Addiction Research conference which he and Mr. Chapman had attended and the amount of research information available. Mr. Hicks was concerned that it has been proven that 40-50 classroom hours instruction is imperative to bring about results and asked what direction this Board would take to increase the hours for drug education.

Mr. Chapman agreed that a classroom approach needed that much time, but if it was integrated with the community so the student received the same messages at home, in the school and community, fewer hours would be required. He noted that it served to emphasize the futility of 'doing it ourselves'.

Mr. Hicks further commented that statistics prove that people using tobacco at a young age are likely to use hard drugs later in life and he felt this was an important addition on Page 26 and should be included in our guidelines. He voiced concern that the amount of money spent on this project would be based on budget and competing against other curriculum. He urged that that this Board spend the money to incorporate this program in our curriculum.

Moved by Mrs. Deans:

That the following recommendations from the Drug and Alcohol Abuse update be approved:

- i) That the update re Drug and Alcohol Abuse be received for information.
- ii) That the Board of Education for the City of Hamilton approve the submission of the proposed "Developing A Primary Prevention Drug Abuse Staff In-Service Plan" to the Ontario Ministry of Education.

Mrs. Deans moved the following additional recommendation:

- iii) That the Board of Education for the City of Hamilton support the C.O.D.E. Program from the Canadian Association of Chiefs of Police and that their videos be shown in our schools.

Mr. Stewart was puzzled about the inclusion of tobacco products as they are not considered illegal.

Mr. Allen clarified with Mr. Chapman that it is a common federal offense for students under the age of 16 to be in possession of tobacco products. Over age 16, possession is





legal but on school property they must smoke in areas outside the buildings.

Mr. Chapman further suggested that the seriousness of the tobacco problem be considered by the policy committee. He warned that most people feel that drugs are more addictive, when in fact only 1 out of 10 people become addicted to drugs and 9 out of 10 become addicted to tobacco.

Ms. Stewart supported drug education and suggested that physical education staff would have the better rapport with students to teach this issue. She pointed out that performance enhancing drugs were not included and thought they should be considered in this report. Mr. Beveridge replied that these drugs had been discussed.

Mr. Korz asked if Police are called in under VI, Page 27. He suggested that where drugs are involved, the co-operation of the Police would be a good idea.

Mr. Yurkiw responded that our goal is to work with parents and if students are under the influence of alcohol or drugs, get them home safely. It is the decision of the principal to include the Police. Mr. Beveridge further elaborated that in the past Law Enforcement officers were more lenient, but now the student would automatically be charged with possession.

Mr. Korz urged that Police be involved so that the drug source could be investigated. Mr. Beveridge felt trafficking and possession were of interest to the Hamilton Wentworth Police.

Mrs. Van Horne supported the motion and asked for confirmation that the submission which our Board will make in order to get this grant starts on Page 47.

Mr. Chapman agreed this is the beginning of it; a meeting will take place with a Ministry representative to see if it meets with the guidelines.

Mrs. Van Horne referred to the Guidelines for School Personnel, which is currently in use and asked about legal implications and if they had been checked out.

Mr. Yurkiw responded the document is done in consultation with people in the community and legal area. He noted the document has been revised three times in the past eight years and the inclusion of tobacco is new.

Mrs. Van Horne found it offensive that tobacco has been included with drugs and alcohol. She pointed out that criminal activities do not arise out of the use of tobacco as they do with drugs and alcohol. She cautioned that students are not







foolish and would not equate misuse of tobacco with drugs and alcohol.

At Mrs. Bishop's request Margaret Cambell of the Home and School Council provided information on Home & School sponsored seminars specifically aimed at parents.

Mrs. Bishop questioned the membership of the steering committee and Mr. Beveridge assured her that curriculum input would be well represented. Mrs. Bishop suggested that a member of Home and School Council be a participant.

Mrs. Bishop referred to III on Page 27 and Mr. Yurkiw explained that schools are responsible to parents for students under age 18 and the goal is to involve parents.

Mrs. Bishop expressed her pleasure with the document and the inclusion of tobacco.

Mr. Kennedy agreed that students must be made aware of drug abuse and suggested that a dramatic presentation would have more effect than a lecture, i.e. a reformed drug addict. Mr. Kennedy quoted alarming statistics where 18% of policemen deaths are drug-related crimes.

Mr. Beveridge agreed with Mr. Kennedy and did not want to convey information in large groups, but would rather provide a healthy living curriculum to 'condition' people against drugs. He did caution that we cannot do it ourselves, but needed a common front involving the community, parents and Health Department.

Mr. Kennedy warned that the billions spent on advertising by beer companies may neutralize our teaching, and wondered how you compete with their influence.

Mr. Beveridge clarified for Dr. Johnston that the November 30th deadline to submit the In-service plan to the Ministry would be met.

Dr. Johnston rebutted Mrs. Van Horne's argument regarding smoking due to its insidious side effects, i.e. health hazard. Ms. Detwiler also pointed out the significant number of children killed in fires started by careless smokers.

Ms. Detwiler asked what happened in the case of a student under the influence being taken home and no one was there.

Mr. Yurkiw replied there is a responsibility to stay with that student until a responsible adult becomes involved, whether it be a parent or neighbour.

Ms. Stewart supported the motion but cautioned that violence is an integral part within an individual and that alcohol and





drugs are often used as an excuse, especially in the violence against children and women.

Mr. Hicks referred to the many statistics available regarding infant weight and health problems, cancer statistics in children and spouses of smokers and stated there was no question that tobacco is an addictive drug. He suggested that the Ministry should be giving monetary incentives to encourage joint involvement with the community.

Mrs. Deans felt most people who smoke wish they had never started. She was more concerned with alcohol, cocaine and steroids in sports. She felt education was the key and noted the decrease in the number of people who drink and drive since the campaign went into effect several years ago.

Mr. Stewart questioned V(3), Page 27 and Mr. Yurkiw responded that students between the ages 12 and 17 must be informed on their rights under the Criminal Act to consult with a lawyer before interrogation. Principals have this responsibility.

Mr. Stewart requested that the recommendations be voted on separately.

Clause i) was put to a vote and was CARRIED.

Clause ii) was put to a vote and was CARRIED.

Clause iii) was put to a vote and was CARRIED.

Mr. Allen thanked Mr. Beveridge and Mr. Chapman for their presentation.

#### OPSBA Updates

Mrs. Van Horne displayed several booklets that will be placed in the Trustees' office for reference.

On October 10th there is a Southern Regional meeting of OPSBA which Mrs. Clarke will attend. Mrs. Van Horne will attend an October 14th meeting in London, which is the continuation of the annual general meeting commenced in May.

Moved by Ms. Stewart:

That Trustee Clarke represent the Board of Education for the City of Hamilton as a voting delegate at the Ontario Public School Boards' Association Southern Regional meeting on 1989 10 10 and that Trustee Van Horne represent the Board of Education for the City of Hamilton as a voting delegate at the continuation of the Ontario Public School Boards' Association Annual General meeting on 1989 10 14.

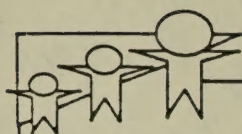
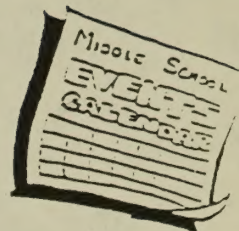
The meeting then adjourned.

Read and confirmed,

.....  
Chairman







## Highlighted Events

|                                                                                                                                   |  |
|-----------------------------------------------------------------------------------------------------------------------------------|--|
| <b>June '88</b><br>Middle School Survey                                                                                           |  |
| <b>Fall '89</b><br>First Middle School P.D. day — Nov. 4<br>Dr. George<br>National Middle School Conference '88<br>Connie Toepfer |  |
| <b>December 14</b><br>In-service for Superintendents of schools                                                                   |  |
| <b>January - March '89</b><br>Principal/Co-ordinator Work groups                                                                  |  |
| <b>April 28 '89</b><br>Writing the Middle School Plan<br>Denver Team/Middle School Workshops                                      |  |
| <b>May '89</b><br>Planning for Middle School Week                                                                                 |  |
| <b>June '89</b><br>Celebrate our accomplishments<br>Planning for fall(June 7th P.D. Day)                                          |  |
| <b>Fall '89</b><br>Approval from Sr. Management<br>September 25 P.D. Day<br>Focus on NMSA Conference                              |  |





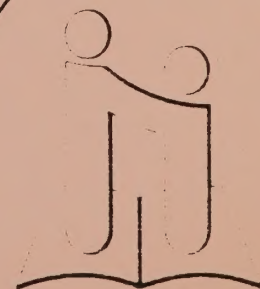
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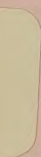
NOVEMBER, 1989

# DEVELOPMENT COMMITTEE

URBAN MUNICIPAL  
NOV 15 1989  
GOVERNMENT DOCUMENTS

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON





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DEVELOPMENT COMMITTEE

1989 11 02

GENERAL

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MINUTES OF THE  
DEVELOPMENT COMMITTEE  
1989 11 02

Present: Mr. B. Allen (Chairman); Trustees Barker, Deans, Kennedy, Korz,  
A. Stewart and Clarke.

Also

Present: Trustees Baskin, Bishop, Cunningham, Desmarais, Detwiler, Hicks,  
Johnston, Mulholland, Paquin, Penner, R. Stewart and Van Horne.

Officials

Present: K. Rielly, Director of Education and Secretary  
A. Stockwell, Associate Director of Education  
P. Shewfelt, Superintendent of Finance and Treasurer  
P. Beveridge, Superintendent of Curriculum, Special and Educational  
Services  
R. Kawai, Superintendent of Information Management Services  
J. Forrester, Superintendent of Schools - Area 1  
N. Nicholls, Superintendent of School - Area 2  
R. Binns, Superintendent of Schools - Area 3  
P. Gillie, Superintendent of Schools - Area 4  
D. Rothwell, Superintendent of Schools - Area 5  
R. Lavoie, Superintendent of Schools - French as a First Language  
G. Rappolt, Assistant Superintendent of Curriculum  
J. Yurkiw, Assistant Superintendent of Special Services  
S. Rogers, Assistant to the Secretary

Mr. Allen called the meeting to order and asked for confirmation of the minutes.

Moved by Ms. Stewart:

That the minutes of the 1989 10 05 meeting be approved as presented to  
the members.

CARRIED.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

Update - Literacy Centre

Mr. Beveridge reported that while the new Minister Sean Conway prioritizes his new responsibilities, momentum continues within the Board regarding the Literacy Proposal. Visits have been made to the Centre for Special Education Technology in London and the Centre for Advanced Technological Studies in the Wellington Separate Board and with IBM. A draft Proposal to Establish a Centre for Improvement of Community Literacy for Hamilton-Wentworth has been prepared. Future plans include meeting further with our partners and IBM officials on this topic plus completion of the draft for submission to the Ministry.

Mr. Allen thanked Mr. Beveridge for his update.



It was agreed:

That the verbal update on Literacy be accepted as presented.

## NEW BUSINESS:

### Presentation of Poster Series

Mr. Rielly called on Mr. Frank Cooke, Co-ordinator of History to introduce Mr. Sol Littman who presented "The Courage to Remember", a set of 40 posters depicting the history of the Holocaust. This Board is one of 24 School Boards across Canada to be so honoured.

Mr. Littman, in making the presentation, expressed the hope that the posters would be used as a tool to educate students about the Holocaust, in order to prevent another such occurrence. He introduced Dr. Steve Lichtblau, Mr. Arnie Strub and Ms. Epstein. Ms. Epstein was responsible for the distribution of the posters.

Dr. Johnston was honoured to receive the posters on behalf of the Board, stating they would be made available as resource material in our system and be housed in the Dr. Paikin Library. Dr. Johnston related how the posters brought back vivid memories of his visits to Europe.

Mrs. Baskin, on behalf of the Hamilton Jewish community, expressed gratitude for the pictorial history of the Holocaust.

It was agreed:

That the poster presentation entitled "The Courage to Remember" from the Friends of Simon Wiesenthal Center be accepted.

### Report re Co-operative Education

#### a) New Directions for Co-op Education for the 1990's

Ms. Rappolt introduced Mr. Bill Brown, Co-operative Education Consultant, who reviewed the Policy and Procedures for Co-operative Education in Ontario Secondary Schools issued by the Ministry of Education for implementation September, 1990. This document provides specific direction for quality and excellence and is more specific than OSIS regarding Co-operative Education. It consolidates memos, references, letters etc., and fills a need to address areas of concern such as preplacement, training plans, monitoring of the program, etc. Mr. Brown briefly reviewed the philosophy and objectives and outlined the six key factors in the document as stated on page 3. Students and adults alike participate in this program.

#### b) Limeridge Mall Co-op

Ms. Paula Pakozdy, Co-op Monitor of the Limeridge Mall



Marketing Co-op Program and Mr. Gary Krar were introduced. Ms. Pakozdy reviewed the program with trustees, noting the support she has received from Ms. Gillie, Mr. Brown and Mr. Bob Harkness, as well as parents and students. Ms. Pakozdy provided a detailed report of the program for distribution with the minutes (attached). The Limeridge Co-op program has met with a great deal of success and has involved many merchants within Limeridge Mall.

Mr. Gary Krar explained his role in the program, i.e., teaching a marketing theory program to the students including work shops by store mall owners, information on starting up your own business and the varied aspects of retail business such as window displays.

Mr. Kennedy expressed his support of Ms. Pakozdy and the program, and asked if merchants outside of Limeridge Mall were part of the program.

Ms. Pakozdy replied no, but that requests from other merchants were turned over to other co-op teachers for their students.

Ms. Stewart felt the program was a good experience for both students and merchants, and good public relations for the Board. She inquired if consideration had been given to the selection of a mall below the mountain for such a program.

Ms. Pakozdy responded that her choice would be either one of the Centre, Jackson Square or the new Eaton's Centre. Mr. Brown further explained that the final choice would be determined with Cadillac Fairview Corp. taking into consideration the transportation needs of students.

At Miss Detwiler's request, Ms. Pakozdy outlined her timetable, and her phone number (383-6665) where she may be contacted during the day.

Miss Detwiler asked about vocational students, and Ms Pakozdy replied that two vocational students enrolled in the program had withdrawn after 4 weeks in the program probably due to the theoretical aspects of the instruction.

Miss Detwiler and Mrs. Deans extended thanks to Ms. Pakozdy for the realistic business training that students receive in this program.

In response to a question from Mr. Hicks, Mr. Brown explained that teacher monitors take a course related to co-op delivery. It is hoped that eventually subject teachers will be able to monitor co-op



students within their class.

Mr. Hicks asked about the statistics re high-risk students. Ms. Pakozdy found many of the students did not belong to one particular group, had been moved a lot, or came from broken homes.

Ms. Pakozdy admitted that not all the students can be granted immediate entry into the program. Mr. Brown further added that students can be interviewed to ascertain correct placement for that particular student. Often students have a number of problems that need monitoring.

Mr. Mulholland drew attention to the inability of two vocational students to adapt to this program. He stressed this was an example that vocational students should not be integrated for the sake of integration. Mr. Mulholland asked if merchants use students in place of paying part-time staff.

Ms. Pakozdy replied that merchants have turned down co-op students due to the training hours involved but insisted that she would not allow students to be used as "cheap labour" even though they are not paid.

In response to Mr. Stewart's inquiry re vocational students, Ms. Pakozdy clarified that vocational students would be interviewed for the program if recommended by their guidance counsellor.

Moved by Mr. Korz:

That the report re the Co-operative Education Program be received for information.

#### CARRIED.

Ms. Rappolt clarified the difference between the work experience program and the Co-op program in case there was any confusion on the part of trustees.

Mr. Allen extended his thanks to the presenters for their time and information.

#### International Year of Literacy (1990)

Ms. Rappolt introduced Ms. Gwen Mowbray, Co-ordinator of English and Ms. Diane Rawsthorn, Co-ordinator of Primary and Junior Education. She noted that a page was included for questions regarding literacy which would be answered, and then used as a guide for 1990 in preparing material for trustees and parents.

Ms. Rawsthorn stated that as a Board we need to define literacy and evaluate what is happening in our schools during 1990. She offered the following definition of literacy: "Being literate, today and most



certainly in the future, will mean being a life-long learner. It will mean knowing how to ask questions, knowing where to find answers and knowing how to use and demonstrate learning in everyday life and in the work place."

Ms. Mowbray referred to the Southam Survey "Broken Words" on literacy. She noted students move from picture books, to textbooks and varied material which becomes increasingly complex, so that reading becomes a continuous refinement from birth to death. Students now face varied jargon (government, medical, legal) and double-speak. Many of these are a conscious use of language as a tool to avoid repercussions.

Ms. Mowbray drew attention to pages 58 and 59 of the Survey which rates Canadian literacy lower than American. She felt many factors affected this outcome, such as the large number of immigrants entering Canada, and that 50% of the people surveyed were over the age of 55 years.

Ms. Rawsthorn stated that in the Junior Division the implementation of the language arts curriculum "Celebrating Language" is in place. Material has been placed in the trustees' lounge to view over the next week. The implementation of this program followed a systematic planned approach where funds were made available to schools for new reading materials. "Celebrating Language" has been supported by the placement of reference sets containing a variety of dictionaries and thesauri for use in the program. Teacher reference sets were also placed in middle schools two years ago.

Mrs. Rawsthorn also referred to the Southam Survey, Page 67 regarding Regimentation in learning to read, stating this is not true.

Future initiatives for 1990 include: updating Grade 9 reference desk sets, updating Grades 9 to 12 books on a planned schedule and the development of new curriculum for Grades 7 to 12 in English.

In closing, Ms. Rawsthorn thanked the trustees for their support, noting that our materials are commensurate with those across the province.

Ms. Rappolt noted that she expects to make a large presentation on Literacy in the Spring with a focus on working with teachers and principals on a daily basis towards literacy.

Mr. Allen referred trustees to the sheet enclosed for their questions, especially in view of the evening agenda of meetings.



Mr. Korz expressed his appreciation for the informative presentation. He asked what is being done regarding the verbal literacy among graduates of secondary schools.

Ms. Mowbray responded that erudition was once considered important and that under new guideline requirements, regular language development is encouraged.

Moved by Mrs. Deans:

That the report on International Year of Literacy (1990) be received for information.

Mrs. Deans referred to the effect immigrants with different cultures and languages had on our schools and asked how trustees could help.

Ms. Mowbray responded that an opportunity each day to talk with one another, time to socially learn and perhaps more community programs, i.e. opportunity to learn in a non-threatening situation.

Mrs. Bishop felt literacy was a most important topic and a lot has been done in language curriculum development. She drew the trustees' attention to a Spectator article which dealt with this subject and further expressed concern about pockets of students in vocational schools.

Mrs. Baskin hesitated to accept the Southam Survey results, noting that double-talk can occur in English or Math statistics.

Both Mrs. Van Horne and Ms. Stewart commented on the enthusiastic and articulate presentation. Ms. Stewart further noted the promise shown in the use of 'hand-speak' for people unable to learn in the normal way.

The motion was put to a vote and was CARRIED.

Mr. Allen thanked Ms. Rappolt, Ms. Mowbray and Ms. Rawsthorn for their presentation on literacy.

Mr. Allen again apologized for drawing discussion to a close and suggested strongly that in future the Development Committee not have time restrictions placed on it by scheduling meetings to follow.

Mrs. Clarke also apologized and suggested that the trustee/official in-service be rescheduled to follow the Personnel & Organization Committee meeting next Thursday.

Miss Cunningham wished to continue discussion of literacy as she felt it was very important; however,



Mr. Kennedy noted that a discussion on literacy would be extremely lengthy.

Mrs. Clarke agreed and noted it is a topic for a future Agenda as noted by Ms. Rappolt.

Mr. Allen clarified for Mrs. Deans that the Caucus and Special Board scheduled to follow this meeting is not anticipated to require much time.

Following this discussion, it was agreed to reschedule the Trustee/Official In-service to Thursday, November 9th, following the Personnel & Organization meeting.

Mrs. Baskin voiced her concern about the in-service scheduled to follow a committee meeting again, as well as the cost of cancelling the trustee/official in-service as Ms. L. Pickard had attended tonight to provide the in-service.

As Ms. Mowbray and Ms. Rawsthorn were no longer available to continue the discussion on literacy, Mr. Allen moved to the next item of business.

#### O.P.S.B.A.

Mrs. Van Horne spoke enthusiastically regarding the recent OPSBA environmental conference as the best she had every attended. Trustee Bishop, Jack Lee, and R. Orlando also attended as well as two teachers from the committee to Review Outdoor Education. This conference was specifically aimed at what School Boards can do regarding environmental concerns. Mrs. Van Horne referred to the package of material she circulated to each trustee, and strongly urged members to read and use the suggestions. Mrs. Van Horne suggested she may even quit smoking as she feels hypocritical when speaking about polluting the air.

Mrs. Van Horne stated she will bring three notices of motion to the next Board meeting as part of her professional commitment towards the environment. Mrs. Van Horne said she will leave material in the Trustees' office regarding the conference and she particularly drew their attention to the yellow and gray pages. Further, Mrs. Van Horne thanked the Board for having the money available for conferences, as she found this a stimulating two days.

Mr. Allen noted that on Sunday, November 5th, CBC is presenting Dr. David Suzuki in an environmental program entitled "Amazonia".

Mr. Kennedy agreed with Mrs. Van Horne that we should be more concerned about the environment. Without a planet to teach on, there is no need to be concerned about education.



Mrs. Baskin commented that this Board must destroy just about as many trees as does disposable diapers. Further she noted that the Green Peace Organization has managed to put people out of work in their efforts to protect wildlife, and recommended Clear Hamilton of Pollution, or Pollution Probe if people were interested in supporting local environmental groups. Mrs. Baskin stated that Mr. Binns has done a great deal to introduce concern for the environment in our schools.

Mr. Allen accepted the compliment to Mr. Binns and agreed that the environment should be a topic of the Development Agenda, at which time Mr. Binns could be asked to report.

Ms. Stewart agreed the environment was of prime concern. She warned that the rain forests are being destroyed in order that farmers can plant cocaine.

Mr. Hicks appreciated Mrs. Van Horne's enthusiasm but felt that until world governments come together to solve this problem, society in general will have a problem. He stressed such a serious situation must be addressed by world governments.

Mrs. Barker stated that Mr. Beveridge had extra copies of the Spectator's October special environmental section if anyone wished another copy.

Dr. Johnston reported that he attended a conference when Dr. Suzuki spoke on the environment and future planning in the educational program. Dr. Johnston requested that the Board's printed material be double-sided in future and consideration be given to using mugs instead of styrofoam cups.

Role of the Area Supervisor  
Review Committee - Secondary  
Education

Mrs. Bishop stated that she had requested a report on the role of the Area Supervisor and a report from the review committee on secondary education and asked for an indication when these items would be on an Agenda.

Mr. Allen responded he would have a better idea following the next Chair's meeting.

9% Goods and Services Tax

Mrs. Bishop suggested that the implications of this tax be considered by this Board. She did not require an answer tonight.



Motion to Thank Chairman

Moved by Mrs. Barker:

That the members extend to Mr. Allen their appreciation for the efficient and courteous manner in which the meetings of this committee were conducted during the past year.

CARRIED.

The meeting then adjourned.

Read and confirmed,

cv

.....  
Chairman

**REPORT ON THE LIME RIDGE MALL  
MARKETING CO-OP PROGRAM  
FOR  
DEVELOPMENT COMMITTEE**

**PREPARED BY:**

**PAULA PAKOZDY  
TEACHER/CO-ORDINATOR**

**NOVEMBER 1989**



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MARKETING CO-OP PROGRAM

FOR

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## LIME RIDGE MALL MARKETING CO-OP PROGRAM

The program is a four credit, one semester program, offered to senior high school students (grade 11 and 12) and to adults who are returning to complete their diploma requirements.

### LOCATION

Our classroom is located on site at Lime Ridge Mall-lower level, behind the Great Canadian Soup Company and to the left of the Cinemas.

**STUDENTS REMAIN ON THEIR HOME SCHOOL ROLL FOR ADMINISTRATIVE PURPOSES BUT ALL CLASSES AND CO-OP EXPERIENCE TAKE PLACE AT LIME RIDGE MALL.**

### BREAKDOWN OF DAY

|            |                                                |
|------------|------------------------------------------------|
| Period I   | Retailing Grade 12 (no pre-requisite required) |
| Period II  | World of Work                                  |
| Period III | Co-op                                          |
| Period IV  | Co-op                                          |

### WHAT TYPE OF STUDENT DOES THE PROGRAM SUIT?

- The student who thinks he or she is interested in a career in Retail Marketing
- The student who is not sure what they would like to do with their future and who would like to do some **intensive career exploration**
- the student who would like a change for a semester and who is also interested in Retail Marketing
- the **ADULT** who is returning to complete diploma requirements and who would like some intensive exposure to Retail

### HOW DO YOU ENROL?

If you wish to enrol in this program see your Guidance Counsellor or call Ms. Paula Pakozdy Teacher/Co-ordinator Lime Ridge Mall Co-op, 383-6665. Discuss with your counsellor the required subjects you need to graduate and then determine the best semester (for your schedule) to take the program. Fill out the regular Co-op application form and at the top print Lime Ridge Co-op. Be sure to clearly indicate on the form which semester you would like. Your Counsellor will then forward the form to Ms. Paula Pakozdy, Hill Park S.S. Upon receipt of your application form, you will be contacted for an interview.

### OTHER

If you would like further information or if you would like to have a look at the classroom just call Ms. Pakozdy at 383-6665.

### MERCHANTS WHO HAVE BEEN INVOLVED IN OUR PROGRAM

|                        |                         |                          |
|------------------------|-------------------------|--------------------------|
| Pet Land               | Addition Elle           | Stitches                 |
| Clokes Stationery      | Limite                  | Baja Beach Club          |
| Baronessa              | Robinson's Beauty Break | ...it store              |
| The Body Shop          | Sears                   | Collacut Luggage         |
| Burgess Flowers        | Merle Norman            | The Connection           |
| Suzy Shier             | Robinsons               | Scribbles & Giggles      |
| Fashion Is             | Marks & Spencer         | Coles                    |
| Contempra Gifts        | Bata Shoes              | Jack Fraser              |
| St. Clair Paint &      | Moyers                  | The Card Shop            |
| Wall Paper             | Stars Men's Wear        | B H Emporium             |
| Shoppers Drug Mart     | The Loft                | Baffi                    |
| HMV                    | Collegiate Sport        | Andea                    |
| Consumers Distributing | Fairweather             | Eaton's                  |
| Manchu Wok             | Lady Footlocker         | W. P. Dermody Law Office |
| Sportelle              | Hacketts                | Birks                    |
| Toni Fashions          | Willson Stationers      | Japan Camera             |
| Foot Locker            | Athlete's World         | Bell Phone Centre        |





THE MALL MARKETING CO-OPERATIVE EDUCATION PROGRAM IS A FOUR CREDIT PACKAGE OFFERED ON SITE AT LIME RIDGE MALL. THE PROGRAM IS OPEN TO GRADE 11 AND 12 STUDENTS INTERESTED IN A CAREER IN RETAIL MARKETING. MORNING CLASSES CONSIST OF RETAIL MARKETING AND THE WORLD OF WORK. EACH HAS A ONE CREDIT VALUE. THE AFTERNOON CONSISTS OF TWO CO-OPERATIVE EDUCATION PERIODS ON SITE AT THE MALL FOR TWO ADDITIONAL CREDITS. THE PROGRAM GIVES STUDENTS THE OPPORTUNITY TO EXPLORE A RETAIL CAREER, GAIN PRE-EMPLOYMENT EXPERIENCE, AND ENRICH THE DAY SCHOOL PROGRAM. STUDENTS REMAIN ON THEIR HOME SCHOOL ROLL.

#### BACKGROUND

The Lime Ridge Mall Marketing Co-op Program began in September of 1986. I was appointed as Teacher/Co-ordinator of this program in mid June of 1986. At this time all students throughout the city in composite high schools were writing their last examination and the opportunity to recruit students via in class, formal presentations was not available. I immediately contacted every Principal, Vice-Principal, Guidance Head, Business Education Head and Marketing Teacher in the system informing them of the program and requesting students.

Through individual contacts the above persons provided me with the names of 13 potential applicants. I met with the students and their parents at Hill Park Secondary School the following week to outline the program.

On September 2, 1986, twelve students enrolled in the program.

The above paragraphs explain the pioneer semester of the Lime Ridge Mall Marketing Co-op Program. Due to little publicity, caused by tight lines, enrolment was minimal. Subsequent semesters have seen this change to our current position of a full class - 20 students.

First semester of the 1988-89 school year saw a full class with one dropout after the first week. Thirty three applications were received, twenty students were accepted, twelve wait/listed and one directed elsewhere. The class consisted of thirteen females and seven males. Two of these were adults, a 51 year old male and a 41 year old female. Both successfully completed the program. Of a possible 76 credits being granted in January of 1989, 74 were granted.

Second semester of the 1988-89 school year also has a full class. I have received twenty eight application forms. Acceptance has been granted to twenty students, three have been wait/listed and five have withdrawn or been directed elsewhere.





This innovative program was created through the support of a Canadian Jobs Strategy grant to totally immerse students in Retailing. The mall setting has served as a vehicle for this total immersion. The mall location has allowed regular participation of mall administration and mall merchants in the classroom experience. It has also given students the opportunity to participate in the mall activities - e.g. specialized displays, display workshops, service presentations and seasonal programs.

The combination of instruction in Retailing and World of Work, coupled with an on the job Co-operative Education experience has resulted in a highly realistic and relevant education in the requirements for Retailing and Marketing related careers. All students who have come through this program have superior opportunities for employment.

It is desirable to utilize classroom space in the mall rather than in a school to give the student total immersion in a retail environment, to allow the program access to retailers for classroom presentations, to make practical use of the mall facilities as a teaching resource and to showcase our secondary school program.

To date, over forty five merchants from Lime Ridge Mall, have been involved in this program. They have all been extremely interested and supportive of this program and they all provide a valid learning experience for the student.

Similar to other Co-op systems, the Lime Ridge Mall Marketing Co-op Program, offers both in-school and on the job learning; credits are earned for work done in both areas. This program is unique, however, in that it is a self contained school that offers both types of learning, everyday at one location and provides much personal guidance and supervision.





STUDENT PROFILES

The Lime Ridge Mall Marketing Co-op Program is aimed at the general level in grades 11 and 12 and at adults. The program has been in operation for five semesters. A variety of personality types are attracted to this program. Although the clientele is different each semester at least 65% of the students who attend this program come from single parent families. Twenty percent live on their own. Twenty five percent have just moved to their home school from another province, part of Ontario or area of the city. Forty percent of the students who have come into this program feel they do not fit into the social structure of their home high school and feel like social outcasts. Forty percent of the students in this program have severe attendance problems. Many of the students come from homes where alcoholism is a severe problem. A few students who have come through this program have indicated to me that there is a great disruption in their homes because of violence. At least fifty percent of the clientele in this program are people who are hurting but who do want to get a high school diploma, job experience and want the opportunity to research future career choices.

Student A lives on her own. She will be a student in this program this semester. She dropped out of her home school shortly after first semester and took a job at Kentucky Fried Chicken. She is returning to school strictly because of this program.

Student B has home problems. She is the only child at home where there is a lot of tension and little communication. Her goal is to get her OSSD and move out and go to work.

Student C has been away from school for a year. She left with 25 credits and this Co-op Program has motivated her enough to finish off diploma requirements.

Student D suffers from chronic depression and hopes that the combination of school and work will help lift his spirits. He witnessed a murder outside a downtown establishment six months ago. He has made several court appearances. His depression was active long before he witnessed the murder, so there is no connection. He was just in the wrong place at the wrong time. He is under the care of a psychiatrist.





Student E came to Canada from Laos in 1980. Her English is very poor, but she is determined to get some job experience and her high school diploma.

Student F is just sixteen and wants more than ever to succeed. He has had a lot of family problems and attends the Family Violence Clinic. He also sees a psychiatrist on a regular basis.

Student G will drop out of school unless she is admitted to this Co-op Program. She moved to Hamilton from Vancouver two years ago. Home problems are severe and she did tell me that she beat her mother up recently and the police were called to her home to break up the fight.

Student H has a learning disability. She was referred to this program by her home school's LRT. A cheerful, attractive looking seventeen year old, she has little or no self esteem or self confidence but has a great need to be successful in the work force.

The students profiled will give the reader an idea of the mall co-op program's more troubled student. These students are all in the same class.

There is, as a result of this personality profile, a need for a great deal of counselling. Students are given an opportunity to return to their home school for guidance counselling or work directly with me when they feel the need for counselling. Ninety-five percent choose the latter, so I am not only teacher/co-ordinator of this program, I am also the Guidance Counsellor.





## RESULTS - STUDENT GROWTH AND DEVELOPMENT

Student I was sixteen when she entered the Lime Ridge Mall Marketing Co-op Program. She had completed twenty four credits at her home school. During my initial interview with this young lady, I noted that she was very nervous, there was little or no eye contact and no sign of any enthusiasm. This type of behaviour continued throughout the first month of the program. Her desire for work experience is what brought her to Lime Ridge. I was amazed at her progress at her co-op work station, Baja Beach Club. She worked as part of a team, was extremely eager to learn all she could about Retailing and her supervisor believes that she will quickly move into a management position. Her success out in the work force manifested itself in the classroom by showing a student who initially was quiet, shy and withdrawn change to one who by the final month of the program had organized a fashion show as part of her major Co-op project, which included student models and a great deal of student involvement in the production. Student I had developed a great deal of self confidence and self esteem and had made a career decision!

Student J, fifty one years of age, one of my adult students, had been out of the work force for seven years due to back injuries. He had spent the previous semester at Hill Park working on two credits, which he dropped just after mid semester. Although he had done factory work and owned his own variety store, he knew how vital the high school diploma was. He struggled through both morning classes, grade 12 Retailing and World of Work. He was punctual and had a pretty good attendance record. His first Co-op placement was at Sears in the Automotive Department (retail side) a department that he himself selected. By mid semester he decided that automotive retail was not for him. His second placement was Shopper's Drug Mart. He found it interesting and challenging. His assessments were excellent. At the age of fifty one, he saw a new side of life. He completed this program with a very positive attitude and a new lease on life and went back to composite high school to finish off diploma requirements.



REMARKS - FIVE MINUTES

I met a woman who was related to the man who was working in the  
 factory. She had completed twenty four years of her education. During the  
 last interview with this woman in 1957, I found that she was very nervous, that  
 was little or no eye contact and no sign of any relaxation. This type of  
 behavior continued throughout the first month of the program. But after the  
 first month when she brought her to face with me, I was amazed at her progress.  
 It was not a week later, that she was able to work. She worked as part of a team, was  
 extremely eager to learn all she could about working and her supervisor  
 believed that she was doing very well. She was a very good worker. Her supervisor  
 in the next month mentioned her in the classroom by showing a picture and  
 saying that she was doing very well. She was working as part of the team. She was  
 the program had organized a fashion show as part of her work. She was  
 when I found out that she was a great deal of student involvement in the  
 production. I found I had developed a great deal of self confidence and self  
 esteem and had made a career decision.

I found a lady one year of age, one of my adult students, and she was  
 of the work force for seven years due to back injuries. We had great fun  
 previous situation at Will Farm working on the credits, where he finished high  
 school and worked. Although he had done factory work and owned his own business  
 since he knew how vital the high school diploma was. He arranged himself for  
 evening classes, which is self-paced and suited to work. He was practical and had  
 a fairly good attendance record. His first Co-op placement was at Sears in the  
 department (retail sales), a department that he liked. He was  
 and was very interested that when his retail was not too far from his school.  
 placement was through a group here. He found it interesting and challenging. He  
 attendance was excellent. At the age of fifty one, he was a man with a lot  
 he completed this program with a very positive attitude and a new lease on life  
 and went back to his regular high school to finish his diploma requirements.

Student K, a Westmount student, came into this program with an atrocious attendance record. Twenty five or more absences per semester and marks that were dropping each semester. Attached to her application form is a post it note dated May 22, 1988. I've written - "Guidance Counsellor convinced me to take a risk and accept this student - might keep her in school." This young lady was born to work. She was bright and pleasant but found the structure of our composite high school setting totally unchallenging. She was bored stiff. Her attendance in the Lime Ridge Mall Marketing Co-op Program was close to perfect. Her marks - BMR4G - 86, NGD4GL - 86, and BMR4GL - 87. She learned a great deal about Retailing in her Co-op placement which was Pet Land. Her supervisor, who had had experience with several Co-op students, felt she was outstanding and would be welcome to join Pet Land's team at any time.

#### STUDENT SUCCESS RATES

Student success rates in this program have been 98%+. Students who would not have completed their OSSD, have done so, as a result of this program. Students who arrive at this program at the beginning of the semester with low self esteem, low self confidence and poor communication skills leave here and go back to finish off diploma requirements, or enter the work force, or go on to post secondary studies, with a great deal of self confidence, self esteem and improved communication skills. Students with severe attendance problems turn their poor habits around and attend regularly. The change from their home school environment is a great motivator with regards to attendance and completion of credits. A parent called and informed me that prior to her daughter coming into the Lime Ridge Mall Marketing Co-op Program she was not able to get her out of bed in the morning but now that she was in this program her daughter could not wait to get to school in the morning. This program has motivated this young person enough to continue on and receive her OSSD. This example can be applied to many students who have come through this program. The immature student and the student with attitudinal problems, which would prevent these young people from becoming employed, make drastic positive behavioral changes due to topics covered in World of Work and due to the experience which they acquire while working in "the real adult world".

Eighty per cent of the students in this program have been offered part time employment. Eighty per cent of the students in this program make career decisions. Seventy per cent choose to pursue a Marketing related career. Thirty percent change their career path direction.





## DUTIES OF TEACHER/CO-ORDINATOR

As Teacher/Co-ordinator of this program my duties include the following:

1. teacher of World of Work
2. presentations to all composite high school Business Education students informing them of the program
3. meeting with all Guidance Departments in composite high schools
4. interviewing and counselling student applicants
5. developing or renewing training stations
6. preparing training plans
7. individualizing each student's training profile
8. promoting the program to mall merchants and to the community
9. program orientation with involved mall merchants
10. arranging interviews for students
11. assessing student's progress; consulting with the training supervisor
12. preparing anecdotal reports
13. reviewing and marking log sheets - discussing these as required
14. setting up and assessing on the job projects
15. available to intervene and negotiate on behalf of students who are experiencing difficulty
16. maintain good public relations in the mall; be a good tenant
17. the mall co-op program has gained a high profile throughout Ontario, as a result of this I have met with several visitors from other boards who are interested in setting up similar programs
18. presentations to Business Heads and to Guidance Heads to insure that they are informed and kept updated on the program
19. Guidance counselling for students in this program
20. planning and organization required to bring in guest speakers from mall to share their expertise with students
21. students receive two Co-op placements per semester, thus arranging interviews and placement orientation takes place twice during each semester in composite high schools, students receive only one Co-op placement per semester
22. Open Houses
23. Parental Contact
24. Classroom improvement management and management of maintenance within classroom



Outline of Research-Development

As indicated in the list of this report, the following

1. Number of units of work

2. Number of units of work

3. Number of units of work

4. Number of units of work

5. Number of units of work

6. Number of units of work

7. Number of units of work

8. Number of units of work

9. Number of units of work

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28. Number of units of work

29. Number of units of work

30. Number of units of work

31. Number of units of work

32. Number of units of work

## CONCLUSIONS

The Lime Ridge Mall Marketing Co-op Program is excellent. It is meeting the needs of students within the Hamilton Board of Education. One Head of Guidance has recommended that a second mall co-op program be established at the Centre Mall to allow lower city students quick, easy access.

The many student dropouts and the high rate of youth unemployment are serious social problems that warrant the concern and action of educators, businesses and the community. There is an obvious need for more programs like that of the Lime Ridge Mall Marketing Co-op Program designed to help high risk students finish their education and get the training to find jobs.

The benefits of the program are many. The Board of Education is able to keep abreast of current trends in Business and Marketing, and to evaluate its courses in light of suggestions made by employers about their actual needs.

For the employers, the program is good public relations; they are seen to be actively involved in the community and provide vital training procedures for the school curriculum. They also get the chance to assess and recruit future employees.

The community benefits from the better use of its own resources, the better training of its young people and the development of better attitudes in the students towards a community that is truly willing to help them reach their goals.

Most important the students have an alternative to the traditional way of earning credits. They get much experience and good references for future jobs. They can feel a sense of belonging to a group that shares common problems and goals. They can experience success through their achievements at work and through an in school curriculum more closely suited to their needs and abilities.

The benefits are best explained by students. Following are excerpts from student's log sheets:

June 1988 - Written by Student L - Sherwood Secondary School

"Ms. Pakozdy:

I am taking this opportunity to thank you for all of your support and Guidance. I know that at times I've not been the most pleasant person, but I really do appreciate your help.

I learned a lot from my classes and from my experiences at Japan Camera and it was also made enjoyable by you, Mr. Krar and by Don and the other employees at Japan Camera.



The first thing that strikes me when I enter the room is the number of students who are in the room. The room is very large and the students are very noisy. I am very surprised to see that the students are so noisy. I am very surprised to see that the students are so noisy.

The many students who are in the room are very noisy. I am very surprised to see that the students are so noisy. I am very surprised to see that the students are so noisy. I am very surprised to see that the students are so noisy.

The students who are in the room are very noisy. I am very surprised to see that the students are so noisy. I am very surprised to see that the students are so noisy. I am very surprised to see that the students are so noisy.

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Student M (cont'd)

Because of this course and my job at Japan Camera I finally found what I felt I'd never find, a direction (general direction) in which I shall steer my education, goals and possible career. I don't think it will be directly in retail but what I have learned about Marketing, dealing with stress, problem customers etc. will be a help in my future career, which I hope will be some aspect of actual photography.

Thanks again for your support and for pushing me on when I needed it."

(signed) Student L

January 1989 - written by Student M - Sir Allan MacNab Secondary School

"Ms. Pakozdy:

If there is one thing in retail that I have learned it's that you have busy days and not so busy days. You have to learn to be able to handle both and I think I have. I've also learned how to deal with people. Eatons has given me a lot of good experience and knowledge. I feel that I have benefited a lot from the program. Imagine, when I first came into the program, I wasn't comfortable talking to customers. Now I can do it! I'm definitely not the same person I was five months ago. Wow!

Thanks, Student M!"

January 1989 - Student N - Sir Allan MacNab Secondary School

"This is the final week. I can't believe how much things have changed. I used to be scared of everything and insecure - now I have a lot of confidence. It's sad to be leaving but I have had a lot of good compliments."

January 1989 - Student N - Sir Allan MacNab Secondary School

"I feel that I learned a lot about Retailing and how to manage a business. Now that I have experienced Co-op, I feel that I can get a good, decent paying job."



Student B (cont'd)

Because of this course and my job at times I really found that I felt I'd never found a direction (personal direction) in which I shall spend my education, goals and potential career. I don't think it will be directly in retail but what I have learned about marketing, handling with various customers etc. will be a help in my future career. Which I hope will be some aspect of retail photography.

Thanks again for your support and for pushing me on when I needed it.  
Sincerely, Student B

January 1987 - Student B - Sir Allan Macdonald Secondary School

The Teacher:

If there is one thing to retail that I have learned it's that you have to have and not be busy days. You have to learn to be able to handle this and I think I have. I've also learned how to deal with people. I've been given a lot of good experience and knowledge. I feel that I have benefited a lot from the program. I mean, when I first came into the program, I wasn't knowledgeable. Now I can do it. I'm definitely not the same person I was five months ago. Well,

Thank you, Student B

January 1987 - Student B - Sir Allan Macdonald Secondary School

"This is the final week. I can't believe how much things have changed. I used to be scared of everything and I mean - now I have a lot of confidence. It's sad to be leaving but I have had a lot of good experiences."

January 1987 - Student B - Sir Allan Macdonald Secondary School

"I feel that I learned a lot about retailing and how to manage a business. With that I have experienced Co-op. I feel that I can get a good, decent paying job."

## PROGRAM STATISTICS

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| Lime Ridge Mall<br>Marketing Co-op<br>Program Statistics | September<br>1986 | February<br>1987 | September<br>1987 | February<br>1988 | September<br>1988 | February<br>1989 | September<br>1989 |
|----------------------------------------------------------|-------------------|------------------|-------------------|------------------|-------------------|------------------|-------------------|
| Applications Received                                    | 13                | 27               | 26                | 22               | 33                | 28               | 43                |
| Interviews                                               | 13                | 27               | 26                | 22               | 33                | 28               | 43                |
| Student Enrolment                                        | 12                | 19               | 21                | 17               | 20                | 20               | 23                |
| Females                                                  | 11                | 15               | 13                | 13               | 12                | 15               | 18                |
| Males                                                    | 1                 | 2                | 4                 | 4                | 7                 | 4                | 5                 |
| Withdraw from Program                                    |                   | 2                | 4                 | 3                | 1                 | 1                | 3                 |
| Average Age                                              | 17                | 17               | 17                | 17               | 17                | 17               | 17                |
| Number of Credits<br>Granted                             | 48                | 68               | 68                | 56               | 74                | 68               |                   |







Employment and  
Immigration Canada

Emploi et  
Immigration Canada

**JOB ENTRY - COOPERATIVE EDUCATION  
FEDERAL ASSISTANCE  
FOR A COOPERATIVE EDUCATION PROJECT**

**CANADIAN JOBS STRATEGY**

| SECTION I - APPLICANT DATA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |        |        |        |                                                                                   |       |     |                                                |                                      |                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------|--------|-----------------------------------------------------------------------------------|-------|-----|------------------------------------------------|--------------------------------------|------------------------------|
| 1 Name of Applicant<br>The Board of Education<br>for the City of Hamilton                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |        |        |        | 2 Address<br>100 Main St. West<br>P.O. Box 558<br>Hamilton, ON L8N 3L1            |       |     | Tel Number<br>(416)<br>527-5092                |                                      | Contact Person<br>E.J. Knott |
| 3 Class of Recipient<br>a) <input checked="" type="checkbox"/> School Board<br>b) <input type="checkbox"/> Diploma Granting Institution<br>c) <input type="checkbox"/> Degree Granting Institution                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |        |        |        | 4 Area of Project Impact (Names of Cities, Counties, Districts, etc.)<br>Hamilton |       |     |                                                |                                      |                              |
| 5 Number of Students Each Year in this Project                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |        |        |        | 6 Start Date of Project if Funding Approved                                       |       |     | Duration of Fed. Funding<br>(Months) Requested | 7 Total Federal<br>Funding Requested |                              |
| Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Year 2 | Year 3 | Year 4 | Year                                                                              | Month | Day |                                                |                                      |                              |
| 54                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 54     | 54     | 54     | 8                                                                                 | 6     | 0   | 9                                              | 0                                    | 2                            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |        |        |        |                                                                                   |       |     | 48                                             | \$ 149,673.00                        |                              |
| 8 Summary Description of Applicant's Project<br><br>CO-OPERATIVE EDUCATION RETAIL MARKETING MALL PROJECT is a satellite program which will combine in-class instruction in marketing and life/career skills with on-the-job experience. Students participate daily for one semester. The classroom will be located in a shopping mall and much use will be made of mall personnel for classroom work. The practical experience will take place in mall stores and consist of 3 1/2 hours each afternoon for a total of approximately 350 hours per semester. Students may earn four (4) senior credits, the same number as if they were in a traditional school. The project monitor (herein referred to as co-ordinator) is responsible for the life/career skills and for on-the-job monitoring. |        |        |        |                                                                                   |       |     |                                                |                                      |                              |

| SECTION II - CERTIFICATION                                                                                                                                                                                                                                                                            |  |              |                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------|-------------------------------|
| 9 The Applicant Certifies that<br><br>To the best of my knowledge and belief, data on this application are true and correct; the document has been duly authorized by the governing body of the applicant and the applicant will comply with the stated intentions if federal assistance is approved. |  |              |                               |
| 10 Certifying Representative<br>a) Typed Name and Title (President or<br>Chief Exec. Officer, Chairman of the Board)                                                                                                                                                                                  |  | b) Signature | c) Date Signed                |
| Secretary Treasurer & Business Admin.                                                                                                                                                                                                                                                                 |  |              | Year Month Day<br>8 6 0 1 2 1 |

| SECTION III - CEIC ACTION    |                        |
|------------------------------|------------------------|
| 11 Date Application Received | 12 Federal I.D. Number |
|                              |                        |



Employment and  
Immigration CanadaEmployment and  
Immigration Canada

## CANADIAN JOBS STRATEGY

## JOB ENTRY - COOPERATIVE EDUCATION

CONTRIBUTION APPLICATION FOR A  
COOPERATIVE EDUCATION PROJECT

## SECTION A - PROJECT BUDGET

(OFFICIAL USE)

Project No

Reference No

Vendor No

|                                                                     |  |                                     |  |    |  |
|---------------------------------------------------------------------|--|-------------------------------------|--|----|--|
| 1 Name of Institution<br>School Board                               |  | 2a THE HAMILTON BOARD / EDUCATION   |  | 42 |  |
| Address<br>100 Main Street West, P.O. Box 558, Hamilton, ON L8N 3L1 |  |                                     |  |    |  |
| Tel No<br>(416) 527-5092                                            |  | Contact Person<br>E. J. (Ted) Knott |  |    |  |

| 2 Budget Categories by Year<br>(Maximum Federal Contribution \$200,000)                                         |                       |                           |                       |                           |                       |                           |                       |                           |              |                  |
|-----------------------------------------------------------------------------------------------------------------|-----------------------|---------------------------|-----------------------|---------------------------|-----------------------|---------------------------|-----------------------|---------------------------|--------------|------------------|
| a) Position Title<br>(List position titles<br>e.g. Project Director,<br>Coordinator, Secretary,<br>Clerk, etc.) | 1st Year              |                           | 2nd Year              |                           | 3rd Year              |                           | 4th Year              |                           | TOTAL        |                  |
|                                                                                                                 | Fed<br>Funds<br>(85%) | Non-Fed<br>Funds<br>(15%) | Fed<br>Funds<br>(75%) | Non-Fed<br>Funds<br>(25%) | Fed<br>Funds<br>(55%) | Non-Fed<br>Funds<br>(45%) | Fed<br>Funds<br>(35%) | Non-Fed<br>Funds<br>(65%) | Fed<br>Funds | Non-Fed<br>Funds |
| Monitor (1)                                                                                                     | 41017                 | 7238                      | 37639                 | 12546                     | 28706                 | 23486                     | 18998                 | 35282                     | 126360       | 78552            |
| SUB-TOTAL                                                                                                       | 41017                 | 7238                      | 37639                 | 12546                     | 28706                 | 23486                     | 18998                 | 35282                     | 126360       | 78552            |
| b) Fringe<br>Benefits                                                                                           | 2198                  | 388                       | 2018                  | 672                       | 1539                  | 1259                      | 1018                  | 1891                      | 6773         | 4210             |
| c) Travel allowance                                                                                             | 255                   | 45                        | 234                   | 78                        | 178                   | 146                       | 118                   | 219                       | 785          | 488              |
| Ann. Conf.                                                                                                      | 935                   | 165                       | 858                   | 286                       | 654                   | 536                       | 433                   | 805                       | 2880         | 1792             |
| d) Other Direct<br>Costs                                                                                        | 4621                  | 815                       | 3730                  | 1243                      | 2756                  | 2255                      | 1768                  | 3284                      | 12875        | 7597             |
| e) TOTAL COSTS                                                                                                  | 49026                 | 8651                      | 44479                 | 14825                     | 33833                 | 27682                     | 22335                 | 41481                     | 149673       | 92639            |

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|---------------------------------------------------------------------------------------|----------------|----------|---------|----------------|------------------------|----|------------------|------|---------------|-----------------------------------|-----------|------------------------|
| FINANCIAL CODE                                                                        |                |          |         |                | Current Year<br>Amount | CR | Commitment<br>No | Type | Const<br>Code | Future Year<br>Commitment<br>Code | CL        |                        |
| Allot                                                                                 | Resp<br>Centre | Activity | Project | Line<br>Object |                        |    |                  |      |               |                                   |           |                        |
| 43                                                                                    |                |          |         |                | 59                     |    | 70               | 71   | 77            | 78                                | 85        | 93                     |
| CERTIFIED THAT FUNDS ARE AVAILABLE IN ACCORDANCE<br>WITH SECTION 25 (1) OF THE F.A.A. |                |          |         |                |                        |    |                  |      |               |                                   | Signature | Date<br>Year Month Day |



MINUTES

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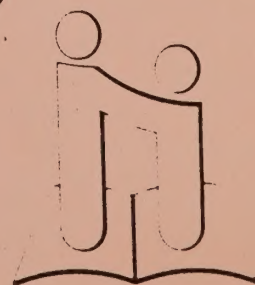
# DEVELOPMENT COMMITTEE

URBAN MUNICIPAL

JAN 22 1990

GOVERNMENT DOCUMENTS

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON







## I N D E X

### DEVELOPMENT COMMITTEE

1989 12 07

#### GENERAL

#### BUSINESS ARISING OUT OF THE MINUTES:

#### PAGE

1. Review Committee - Secondary Education ..... 1

#### NEW BUSINESS:

1. Race Relations Policy Update ..... 2
2. OPSBA Update ..... 3

### ELEMENTARY/SECONDARY

#### BUSINESS ARISING OUT OF THE MINUTES:

1. Interim Report - A Strategic Plan for French Immersion in Hamilton .. 3



Page 1

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MINUTES OF THE  
DEVELOPMENT COMMITTEE  
1989 12 07

Present: B. Allen (Chairman); Trustees Deans, Johnston, Kennedy, Patenaude Barker, A. Stewart and Clarke.

Also Present: Trustees Baskin, Bishop, Detwiler, Korz, Lowe, Mulholland, Rogers and R. Stewart.

Officials Present: K. Rielly, Director of Education and Secretary  
A. Stockwell, Associate Director of Education  
P. Beveridge, Superintendent of Curriculum, Special and Educational Services  
P. Shewfelt, Superintendent of Finance and Treasurer  
R. Kawai, Superintendent of Information Management Services  
N. Nicholls, Superintendent of School - Area 2  
R. Binns, Superintendent of Schools - Area 3  
D. Rothwell, Superintendent of Schools - Area 5  
G. Rappolt, Assistant Superintendent of Curriculum  
J. Yurkiw, Assistant Superintendent of Special Services

Mr. Allen called the meeting to order and welcomed the new members to the Development Committee and asked for the continued support of all members.

Mr. Allen then asked for confirmation of the minutes of the last meeting.

Moved by Mr. Kennedy:

That the minutes of the 1989 11 02 meeting be approved as presented.

CARRIED.

At Mr. Allen's request, the members agreed that the Strategic Plan for French Immersion in Hamilton would be the second item of business to allow for full discussion regarding the Race Relations Draft Working Paper.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

Review Committee -  
Secondary Education

Mr. Stockwell reported the committee was established in 1988 and has met continuously since then. The Steering Committee is broadly based, comprising of students, teachers, principals, officials, parents and trustees. The Steering Committee established parameters recognizing that everything related to secondary education could not be studied. Six sub-committees have been established: Visions, Technical Education, Vocational Education, Composite Education, Delta 1990 Composite/Vocational and a committee to deal with OS:IS. The work of the sub-committees is nearly complete and some are in the process of reporting to the Steering Committee. Following completion of these reports, a Writing Committee will develop a report for senior management, with a report to be brought to the April meeting of the Development Committee. Mr. Stockwell noted that the work of the committee has been delayed by two events: the relocation of Albion students and the Ministry's pronouncement regarding destreaming in Grade 9. The Ministry has not been clear as to exact expectations re destreaming so it is difficult to determine the ramifications. He considered it important for this committee to look closely at the destreaming issue in light of the necessity of bringing a report to the Board.



Mrs. Bishop asked if the Vision Committee will be considering retention rates in secondary schools and Mr. Stockwell responded that the work of this committee was primarily to determine future trends in society, not specifically in education, which might impact on the nature of education. He felt retention rates would be a factor in the consideration of secondary composite and vocational education because it relates to both aspects of secondary education.

Mrs. Bishop asked about the gathering of data and whether the committee had considered computer data. However, Mr. Stockwell responded that it was premature to comment.

Mrs. Bishop referred to the presentation by Dr. Willard Daggett Director of the Division of Occupational Education Programs, New York State Education Department, and asked if this Board anticipates any further follow-up to his challenge?

Mr. Stockwell stated there has been a great deal of discussion, but at this point there is no direction forthcoming. He considered Dr. Taggett's message to be somewhat depressing - how we are being out-stripped by the third world countries and how this issue is being addressed through program implementation in New York State. The main concern was that if labour rates in third world countries remain at 50 cents per hour, no amount of automation will allow us to be competitive with them.

It was agreed:

That the verbal update from the Secondary School Study Committee be received for information.

### NEW BUSINESS:

#### Race Relations Policy Update

The members proceeded to the Lower Auditorium to facilitate small group discussion on the Race Relations Draft Working Paper, after which they returned to the Board Room.

Moved by Dr. Johnston:

The following recommendations relative to the Race Relations Policy Update be approved:

- (a) That the December, 1989 draft of the Working Paper "Towards Race Relations and Ethnocultural Equity" be approved in principle.
- (b) That the Review "Towards Race Relations and Ethnocultural Equity" A Working Paper, April, 1989, be placed on the Agenda for the January Development Committee meeting.

Mr. Korz asked for an outline of the procedure for approving the final document.

Mr. Rielly clarified that the Review has not been approved but has been referred to the January meeting. Regarding the Draft document, he explained that this is the end of the review stage and that the next stage is development which would incorporate comments made tonight.

Mr. Korz understood that trustees would continue to have input in the development stage, and that this is the final draft, not the final document.



Mr. Rielly emphasized that this is the final draft of the review stage, and there would be more drafts during the development stage and the implementation stage which would follow.

Mr. Korz referred to the provision of interpretive services and the suggestion of using volunteers. He asked if provincial funding was available for these services.

When Mr. Rielly responded that provincial funding was not available, Mr. Korz expressed hope that the use of volunteers would be an important method of bringing new Canadians into the schools.

The motion was put to a vote and was CARRIED.

### OPSBA Update

Mrs. Clarke advised that through the efforts of OPSBA, this Board was able to speak to the Select Committee re pooling of commercial and industrial assessments and this will be reported further at the Operation Management meeting.

She drew the trustees' attention to the Provincial Salary Conference, scheduled for February 1, 2 and 3, 1990.

### ELEMENTARY/SECONDARY

### BUSINESS ARISING OUT OF THE MINUTES:

#### Interim Report - A strategic plan for French Immersion in Hamilton

The motion approved at the July meeting of the Management Committee authorized the development of a strategic plan for French Immersion. Ms. Rappolt explained that this report will take a different format to ensure the input of trustees on the topics to be covered and the way in which to do that. She advised that word has been received the provincial review of French Immersion will be released soon and she has seen enough to provide a basis for the direction we need to study and the data necessary to collect; however, she was unable to comment further.

Ms. Rappolt then reviewed the five areas recommended for study and the process the committee will follow. She emphasized that current caps, boundaries, policies, procedures and practices will not be constraints nor blocks for the committee's thinking. She anticipates that a further report will be brought to the May Development Committee meeting. Ms. Rappolt reviewed the membership of the committee and then referred to Appendix B which contained underlying issues that must be considered. Issues (a), (b), and (c) contain highly emotional issues on which people have strong perspectives. It will be necessary to separate those feelings from concrete problems. Items (d) and (e) deal with the issue of accommodation and separating general accommodation problems and those specific to French Immersion. Items (f) to (j) deal with equity and access to the French Immersion Program, while items (k) - (n) deal with parents' feelings, perceptions, real and perceived differences in our city to do with demographic patterns, per capita rates of children in neighbourhoods, comparing now to ten years ago, and operations based above and below the escarpment. Mrs. Baskin found the report good in dealing with many issues that need resolving; however she referred to item (c) and felt that the accommodation problem had been resolved.

Ms. Rappolt noted that this involved a study from a historical perspective.



Mrs. Bishop was highly impressed with the review and felt the report was a model for addressing issues and program but was concerned there was not teacher representation on the committee. Mrs. Bishop then referred to Appendix B and questioned the programming at the secondary level, planning for the mountain French Immersion program, what constitutes a good program, and what possible linkage is there with Georges-P.-Vanier Secondary School.

Ms. Stewart assured Mrs. Bishop that teachers were represented on the committee and the mountain program would be an area of discussion.

Ms. Rappolt added that decisions will need to be made for September 1990 regarding the French Immersion program and these decisions will have to be made outside the parameters of the committee which is planning for the next decade. The Board must continue to respond to immediate need while planning for the long term.

Mrs. Patenaude Barker expressed her pleasure with the report and agreed with Mrs. Bishop that it was important to share resources. She then asked if methodology of teaching French as a Second Language was part of this report and advised that a very important report on second language teaching is available from the Research Council. Further, she inquired about teacher shortage and Mr. Allen understood this would also be addressed in the report.

Mrs. Deans urged that transportation be dealt with as an issue of equity and program access. She referred to bullet 5 under The Process, and emphasized that every child does not have access to the program.

Ms. Rappolt explained that the issue of transportation had been discussed and voted against by the Board, making it awkward to word its inclusion in the report.

Mr. Allen directed Mrs. Deans' attention to (m) on Page 7, an indication that the committee would be investigating transportation.

Mrs. Lowe supported Ms. Rappolt, noting that this Board had discussed bussing of French Immersion students at least twice, and it was turned down. She agreed that it remained a problem, but the committee did not want to highlight one of many issues and create a situation "of the tail wagging the dog".

Mrs. Deans continued to emphasize the need to transport children to ensure equity and access to the program. She expressed concern that this policy might not be revised.

Mr. Allen informed Mrs. Deans that her comments were noted and would be discussed at the next French Immersion committee meeting.

Miss Detwiler raised the issue of accommodation and Ms. Rappolt related that the rapidly expanding population on the mountain as well as from the Metro Toronto area will impact on the program. The committee hopes to arrange studies with the Hamilton Real Estate Board for projections and to learn if they have a way to measure how people make choices regarding education for either the English program or the French Immersion program.



Miss Detwiler raised concerns expressed by parents about the program remaining in certain schools and thought it would be worthwhile to give some direction. Ms. Rappolt agreed this issue had to be addressed.

Ms. Stewart mentioned that many of Miss Detwiler's concerns were addressed on pages 8 and 9. As a new trustee serving on the committee, she expressed appreciation to Ms. Rappolt and Mr. Hill for their direction.

Mr. Kennedy had concerns about accommodation, transportation and the wording of item (m). He reminded members that since French Immersion began, transportation has been opposed from a financial viewpoint; however he added that children in the regular program on the mountain are bused if they live beyond a certain distance from the school.

Mrs. Baskin protested the discussion regarding transportation; however, Mr. Allen allowed the questions as there was concern being expressed.

Mr. Kennedy then raised concerns about future accommodation, both in the regular and French Immersion programs. On the mountain, Norwood Park senior students were moved into Hill Park to relieve the pressure at Norwood Park School. Presently, all French Immersion students must travel to Westdale for secondary education but he pointed out that the original intent was to locate the secondary program within Hill Park. Rapid population expansion on the mountain, however, has placed increased demands on school accommodation. He considered accommodation the first priority for the French Immersion program on the mountain.

Ms. Rappolt responded that children in the regular program had been bussed due to empty schools where growth was not occurring, while the lower city has not had such unequal distribution of students. She apologized for the wording, the intent was not meant to seem derogatory.

Mr. Hill briefly reviewed the history of the French Immersion program which started in 1975 with 50 students. Despite problems and frustrations, the commitment of parents to the program is clear. It is also clear that lingering problems such as accommodation and delivery of program must be resolved. Mr. Hill explained the differences between French as a First Language (which does not fall under his jurisdiction), Core French and French Immersion. He then reviewed the recommended areas for study as outlined in the report under the headings Process and Single and Dual-Track.

Ms. Rappolt continued to review the report under the final headings of Decentralization, Equity and Access (where she understood trustees want transportation considered) and Financial Implications. She anticipates more involvement of the Superintendents of School in the French Immersion program and elimination of some of the constraints in city-wide procedures.

Ms. Rappolt clarified that there would not be decisions relative to policy coming to the committee prior to June, 1990 as regular procedures and practices would continue. She added that it is hoped the Superintendents of Schools will be able to make decisions through the school year to allow this planning committee to concentrate on the long-range planning. It is their expectation



that, within limits, they will propose pilots and experiments to facilitate the decisions that have to be made in the future.

Mr. Stewart referred to single/dual track program and asked if financial implications would be considered.

Ms. Rappolt responded that it would be considered, but Mr. G. Rutledge, Controller has made it clear that it is almost impossible to determine accurately the costs of French Immersion in comparison with the English language program.

Ms. Detwiler asked if French Immersion students in Westdale have difficulty getting enough subjects to continue in their courses.

Mr. Hill considered the enrolment to be holding extremely well at Westdale and admitted that some students may request more options than others, but this variation is also within the English program.

Ms. Rappolt felt that there had been an increasing retention rate in the French Immersion program in past years, but she considered it to have levelled out now at a strong retention rate.

Mr. Kennedy referred to the emotional debates surrounding single versus dual track and wondered if educators had been able to measure the success of the program after 10 years.

Mr. Allen considered this a question to raise with the secondary review committee; however, Mr. Hill noted that the Ontario Institute for Educational Studies was capable of such an evaluation and he expected to draw upon that expertise.

Mrs. Patenaude Barker inquired if a survey had been done regarding graduate studies. Ms. Rappolt agreed that graduates of Westdale would be interviewed.

Mrs. Deans reiterated the impact of fast growth of the mountain upon accommodation and the French Immersion program, which she considered to be an excellent program.

Moved by Ms. Stewart:

That the Board of Education for the City of Hamilton's Strategic Plan for French Immersion provide policy and direction for:

- a) design and structure of program and service to students
- b) delivery of program (single and/or dual track schools)
- c) decentralization of delivery to areas
- d) equity and access to program
- e) funding

CARRIED.

Mr. Allen extended his thanks to Ms. Rappolt and Mr. Hill for their presentation.

The meeting then adjourned.

Read and confirmed,

.....  
Chairman



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| 25074 | GREY/GRIS       | BD2507 |
| 25075 | GREEN/VERT      | BP2507 |
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